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ABSTRACT

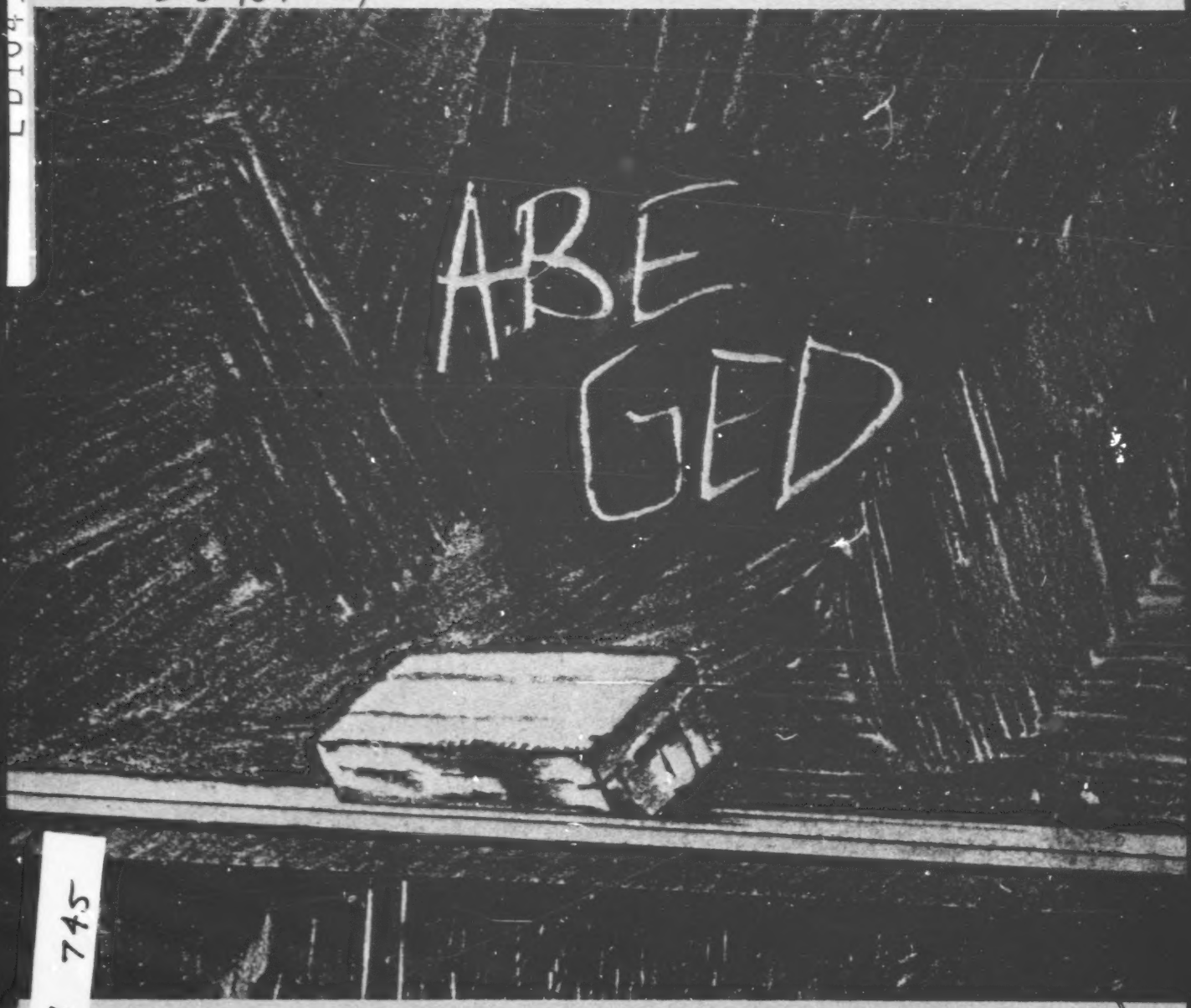
Organizations and individuals who participated in an adult education workshop are listed and described. Publications and information sources in adult education are included. Instruction is given on how to apply for program or project funds. A section on searching skills and sources describes adult education magazines, information sources in state and university libraries, publisher lists and catalogs, and tells how to use ERIC. (SK)

The Workshop Sourcebook an extension of Adult Education Workshop

Idaho State University, Pocatello, Idaho, August 5-9, 1974

ED 104 354

ED104354



IR 001 745

Harry Mills, Coordinator, Adult Education, State Department of Education D.F. Engelking, State Superintendent of Public Instruction

Compiled through cooperation with the Adult Education Consortium and the Northwest Regional Educational Laboratory December 1974

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION X
M/S 1507 ARCADE PLAZA BUILDING
1321 SECOND AVENUE
SEATTLE, WASHINGTON 98101

December 30, 1974

OFFICE OF EDUCATION

Ms. Maggie Rogers
Director, Information Center
N.W.R.E.L.
400 Lindsey Building
710 S. W. Second Avenue
Portland, Oregon 97204

Dear Ms. Rogers:

First let me thank you for your efforts in Alaska and Idaho. I am convinced what Aubrey has done in regional staff development has had significant positive influence on our A.B.E. program in Region X. His efforts in staff development, and the regional staff development effort have been outstanding. In addition, Aubrey is known nation wide for his A.E. leadership and ability.

As our staff development program has grown, preliminary data suggests the A.B.E. separation rate has declined; this of course suggests properly trained teachers have a greater understanding of the students they are serving, and thus have greater retention power over their students. I'm sure there are other factors that have contributed to the declining rate of drop outs in the A.B.E. program, but trained staff is important.

All information I have received about the Idaho workshop has been very positive.

Again, thank you for your help in disseminating what's happening in Adult Education staff development.

Sincerely,

George Swift

George A. Swift
Program Officer, A.B.E.

Northwest
Regional
Educational
Laboratory

Lindsay Building · 710 S.W. Second Avenue
Portland, Oregon 97204 · Telephone (503) 224-365(

January 7, 1975

Ms. Maggie Rogers, Director
Information Services and Documentation
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

Dear Maggie,

The Region X Adult Education Staff Development Program is proud of the efforts being made in Idaho for the adult education staff. The workshop described in this report was outstanding evidence of this fine work.

If indeed adult education programs are to be viable and relevant to the needs of the people we serve, the staff will continually need to grow and develop the knowledge and skills required. Staff development then becomes the training which each of us demands of ourselves so that we can be as effective as possible.

Congratulations again to Idaho adult educators for such a fine workshop.

Sincerely,

W. Aubrey Gardner, Director
Adult Education Program

WAG:eb

PREFACE

Any event as much enjoyed and as profitable as was the August Workshop for Teachers of Adult Education would seem to justify a publication which reviews, summarizes, reasserts, reaffirms and even elaborates upon the event.

Some might ask for more detail in annotations and citations which follow. Remember the circumambient spirit which was the Workshop? The materials and comments are all selected and suggested in that spirit, whether the words are all there or not.

"Humanistic teaching."

"Teaching to the whole person."

". . . We're so much more sociable now in our classes -- no longer taking the academics a little too seriously. . ."

"An integrated program is worth all that effort of time and proposal writing and learning how to individualize instruction. But all this only works if you have that 'extra special empathic relating instructor' for the program."

Browse. Read.

Relate the Workshop Sourcebook to the ABE HANDBOOK sections.

Order those materials which will help. Utilize what works. Set aside what doesn't.

This is a sourcebook for adult educators.

We are pleased to present you a copy of the Conference Activities of the Adult (Basic) Education Teacher Workshop held at Idaho State University, August, 1974. The book should be of help to each of you in your instructional programs.

The publication was developed for the Idaho State Department of Education by the Adult Education Staff Development Project of the Northwest Regional Educational Laboratory.

We wish to express our appreciation to Maggie Rogers, Information and Documentation Services Director; Aubrey Gardner, Director, Staff Development; and to each of you that shared your ideas which have made this conference report so meaningful and useful.

Sincerely,

Harry C. Mills

Harry C. Mills, Coordinator
Adult Education
Idaho State Department of Education

THE WORKSHOP: EVENTS, OBSERVATIONS, PEOPLE, IDEAS

"Wonderful people come to Adult Basic Education to create positive changes in their lives. They bring with them their enthusiasm, hopes and anxieties. They have offered us a chance to help them achieve their goals and share in their accomplishments. It is up to us as individual teachers, aides, counselors and administrators in Adult Basic Education to make sure we are prepared to offer them the basic skills they need to meet the challenges they face."

Gordon Jones
Workshop Director

Beverly Tomita
Workshop Assistant

Workshop registrants came from all over the state of Idaho, looking forward to ideas for teaching differently and more effectively, or relating better as persons to the people who ask them for literacy skills, or simply to get together to share the work they do.

Some were new to the field. Others came to adult education from other work. Some were administrators interested in instruction and facilitation skills. Elbows brushed together and voices chuckled and were earnest and searched for answers.

"What are the best materials?"

"What will best teach what I want to teach?"

"What's new in the mathematics field?"

The pattern of the workshop provided opportunities for exploration of topics.
Broad exploring,
or delving in deeply.

Observers would slip into rooms, become captivated by the exchanges and stay longer than planned.

Small groups would form around the refreshment table, intensely concentrating on the words of each other. Suddenly they would look up, and time had passed unnoticed.

Welcoming was warm and personal, whether the mayor of Pocatello or the visiting president of the Mountain Plains Adult Education Association, or the Region X Program Officer bringing words on current funding and legislation.

Instructors were drawn from many places in Idaho and the surrounding states. Their contributions were in as many styles and media formats as there were presentations.

ENGLISH AS A SECOND LANGUAGE was the specialty of ALEXANDRA SKIRMAUTZ (Boise State University) and ALICIA RAMIREZ (Western AMIDS, Portland). They dealt with:

- A look at techniques and materials used to teach English as a second language
- How to work with multa-language groups
- Working with Spanish-speaking ESL groups
- Diagnostic evaluation
- Role playing
- Filmslides
- Work sessions
- Display of available materials

A session on ARITHMETIC FOR ABE AND GED brought FLORENCE NIEMANN (Lewis-Clark State College) with a teaching machine known as the Sound Page System, some excellent reprints from Educational Technology Magazine and publications from the ERIC Clearinghouse on Information Resources. Concepts for the session were:

- Techniques in teaching arithmetic
- Diagnostic evaluation
- Teacher made materials
- Commercial materials and equipment
- Demonstration

HELEN HUFF (Boise State University) helped participants deal with the problems of ADULT BASIC AND VOCATIONAL EXPOSURE LEARNING CENTERS, with such concepts as:

- Setting up and operating an effective Learning Center
- The setting for materials and people
- The staffing of an effective Learning Center
- The materials: selection and acquisition
- The equipment: selection and acquisition

When IRVIN WATTERS (Five State Indian Education Committee Leadership Project, Idaho State University) arrived, he introduced ADULT BASIC EDUCATION FOR INDIAN RESERVATIONS, with such concepts as:

- Working with Tribal Education Committees
- Determining needs
- Setting and implementing objectives with tribal input on a reservation
- Overview of the Leadership Project
- Changes that have taken place in ABE on reservations involved in the Leadership Project

JOHN HARTWIG (Northwest Regional Educational Laboratory, Portland) and TOM EDGAR (Idaho State University) shared the responsibility for information giving and interaction on the COUNSELOR TRAINING PROJECT being developed at the Northwest Lab, with such concepts as:

- An overview of the development project
- Statement of purpose and objectives
- Module developers: development activities relative to module development
- Group interaction and involvement with the modules, using the modules

SPECIAL PROJECT REPORTS were contributed by MIKE WALN (Lewis-Clark State College) and MARVIN GLASSCOCK (College of Southern Idaho):

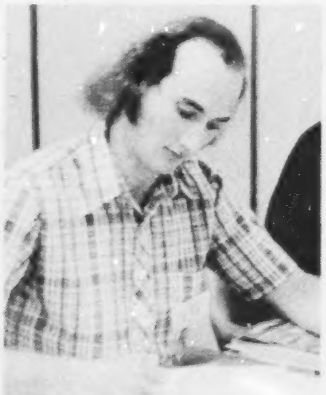
- U.S. Government Competency Test developed for the GED requirement: based on Magruder's AMERICAN GOVERNMENT text; has cut-off score of 70 for passing; may be used in conjunction with tapes developed by Glasscock (see below); format is the same as that of the GED tests; scorable with a key available only to qualified GED testing staff; forms A, B, C, D available.
- U.S. Government Tapes to be used in conjunction with testing program (see above): cassette tapes are well-read and listenable; the content is Idaho-related; there are a total of 25 tapes with tests designed for each tape; there is no comprehensive test for the entire 25 tapes. Tests may be administered as "take-homes"; there is a total of 40 hours of tests. Program is designed open entry/open exit; students may use pre-test (or) tapes plus tests (or) take the regular course. Completion is accepted for state credit for any of these alternatives.

STEVE HILL (Boise State University) and RALPH GUGLIOTTA (Idaho State University) discussed INSTITUTIONAL CENTERED PROGRAMS and included a look at two types of ABE programs: those at the State Penitentiary and the State Hospital. Their concepts:

- Setting objectives with students for learning and instruction
- Teaching approaches and techniques
- The need to individualize instruction
- Some problems within these programs, and some answers
- Follow-through programs

Those attending the session on HEAD TEACHERS received pointers and contributed ideas for further workshops as HILMA REED (Idaho State University) and STEVE HILL (Boise State University) dealt with these concepts:

- Operating a local program
- Placement by level and personality
- Supervision responsibilities
- Materials selection and management
- Record keeping
- Social environment -- to what degree advisable



ROBERT GOLD (Idaho State University) and JODI WHITLOCK (Boise State University) contributed these concepts for a READING PROGRAM FOR ADULT BASIC EDUCATION:

GOLD:

- Setting up an effective reading program
- Diagnosing reading disabilities
- Effective methods for teaching a non-reader to read
- A look at new techniques in working with adult poor readers and non-readers
- Available commercial materials
- Role playing
- Slide illustrations and demonstrations
- Teacher made materials

WHITLOCK:

- Informal reading approaches
- Diagnostic materials
- Demonstrations of these

HARRY MILLS (State Department of Education) and DELITA YOUREE (Idaho State University) presented AN ACCOUNTING SYSTEM FOR ABE FUNDS in the following concepts:

- Bookkeeping systems for ABE funds
- Reports
- Reimbursements

The always popular session PROPOSAL WRITING was covered by AUBREY GARDNER (Northwest Regional Educational Laboratory) with extemporaneous comments on INFORMATION LOCATING AND RETRIEVING by MAGGIE ROGERS (Northwest Regional Educational Laboratory) in these concepts:

- Writing the prospectus
- Writing a proposal
- Steps to writing
- Budget, etc.
- Possible funding sources
- Information sources
- The workshop approach
- An actual proposal ideas work session

KEN LIGHT (Idaho State University) led several sessions on the topic COUNSELING: DEVELOPING HELPING SKILLS, utilizing these concepts:

- Studies show that counselors and teachers offering high levels of responsive and initiative dimensions in teaching or helping relationships help students learn more -- and better
- An overview on developing skills in attending, responding, initiating and communicating in the ABE setting
- Developing self-esteem in students and in the self
- Training programs for students and funding sources through agencies
- Reference: THE ART OF HELPING (Robert R. Carkhuff)

THE CONTRIBUTORS

The contributions these people made to the Workshop were extensive. They included the agreement to reply to requests for additional information or assistance to the extent possible following the Workshop. The previous section indicates the concepts and topics each of the presentors covered; this section is provided to indicate the roles they fill in their home institutions and locations.

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DELITA YOUREE, Fiscal Officer
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Pocatello, Idaho 83209

THE PARTICIPANTS

"We cannot make an inventory of our intellectual gains as easily as we can of our material ones -- perhaps because there is no internal revenue department to keep track of them. Is it not time to think of an annual declaration of our gains in learning, not in order to pay tax on them, but so that we may know how far behind we are and what we need to catch up?"

Constantin A. Doxiadis'
WHAT I HAVE LEARNED

IDAHO ABE WORKSHOP PARTICIPANTS

Pocatello, Idaho
August 5-9, 1974

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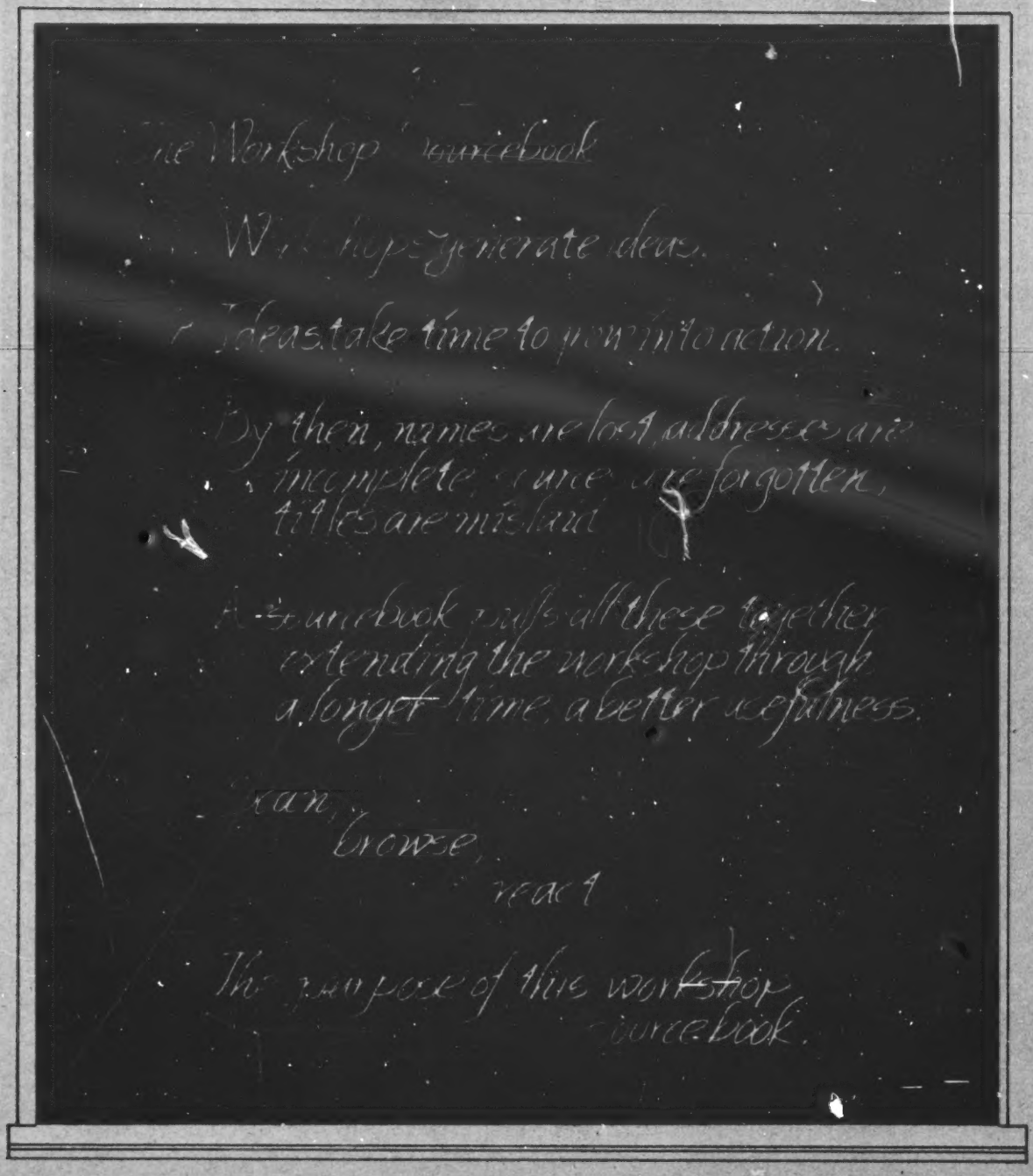

The Workshop Sourcebook
Workshop: generate ideas.
Ideas take time to grow into action.
By then, names are lost, addresses are incomplete, cures are forgotten, titles are mislaid
A sourcebook pulls all these together extending the workshop through a longer time, a better usefulness.
scan,
browse,
react
The purpose of this workshop sourcebook.

PROFESSIONAL ASSOCIATIONS IN ADULT EDUCATION, WITH CONVENTION DATES

ADULT EDUCATION ASSOCIATION OF THE USA
810 18th Street N.W.
Washington D.C. 20006

Publishes: ADULT LEADERSHIP, ADULT EDUCATION; Leadership Pamphlet Series; Adult Education Monographs.

CONVENTION: Autumn, 1975: Salt Lake City, Utah

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
1201 16th Street N.W.
Washington D.C. 20036

Publishes: AUDIOVISUAL INSTRUCTION, AV COMMUNICATION REVIEW; monthly Newsletter.

CONVENTION: March 9-14, 1975: Dallas, Texas

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION
c/o Mrs. Norma Klein
One West 47th Street
New York, N.Y. 10036

Publishes: Papers on community problems and social issues.

CONVENTION/MEETING: Annual.

INSTITUTE OF LIFETIME LEARNING
215 Long Beach Blvd.
Long Beach, California 90802

Publishes: NEWS BULLETIN (irregular)

Adapted to the needs and capabilities of the older person; a school for continuing adult education for members of the National Retired Teachers Association and the American Association of Retired Persons. The Institute is intended for retired or older persons in all walks of life. Sponsors seminars, driving instruction, consumer education and financial planning classes.

MOUNTAIN PLAINS ADULT EDUCATION ASSOCIATION
Continuing Education Division
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89101

Publishes: MOUNTAIN PLAINS JOURNAL OF ADULT EDUCATION

CONVENTION: April, 1975: Boise, Idaho

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION
1201 16th Street N.W.
Washington D.C. 20036

Publishes: TECHNIQUES, PULSE OF PUBLIC, SWAP SHOP: Almanac and Directory.

CONVENTION: Autumn, 1975: Chicago, Illinois

WORLD EDUCATION
1414 Sixth Avenue
New York, N.Y. 10019

CONFERENCE: MULTI-NATIONAL WORKSHOP ON BASIC AND FUNDAMENTAL EDUCATION FOR ADULTS under the joint sponsorship of World Education and the Adult Education Association of the USA. January 5-10, 1975: Washington D.C.

PROFESSIONAL ASSOCIATIONS RELATING TO ADULT EDUCATION: PUBLICATIONS AND INFORMATION SOURCES

From other professional associations some common and uncommon sources for materials to add to the classroom experience from which to draw new ideas or words to bring the world to where the student is sitting . . .

AMERICAN LIBRARY ASSOCIATION Order Department
50 East Huron Street
Chicago, Illinois 60611

- BOOKS FOR ADULTS BEGINNING TO READ. Rev. 1967. Order Number 5002-7. 25 copies $2.50
- EASY MATERIALS FOR THE SPANISH SPEAKING. 1968. Order Number 5005-1. 10 copies $1.00
- GOOD WORDS. NOTABLE BOOKS ON THE AMERICAN INDIAN. 1973. Order Number 5426. 10 copies $2.50
- LITERACY ACTIVITIES IN PUBLIC LIBRARIES. 1966. Order Number 5012-3. $1.25
- CONTINUING EDUCATION FOR ADULTS THROUGH THE AMERICAN PUBLIC LIBRARY, 1833-1964. 1967. Order Number 3039-5. $7.50
- FUTURE OF GENERAL ADULT BOOKS AND READING IN AMERICA. 1970. Order Number 3105-7. $8.75 Papers of [illegible]nce
- LIBRARY MATERIALS IN S[illegible]THE ADULT NEW READER. 1973. [illegible] 0147-6. $10.00
- STUDYING THE COMMUNITY. 1960. Order Number 3077-8. $3.25

DIVISION OF SURVEYS AND FIELD SERVICES, GEORGE PEABODY COLLEGE FOR TEACHERS
Nashville, Tennessee 37023

- FREE AND INEXPENSIVE LEARNING MATERIALS. 17th Edition. $3.50. Topics are more adult-oriented than in most sources of materials of this type.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS.
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

- A SELECTED ANNOTATED BIBLIOGRAPHY OF ERIC DOCUMENTS ON METHODS AND MATERIALS FOR ADULT READING INSTRUCTION. Compiled by Turee Olson. 1973. Free
- A SELECTED BIBLIOGRAPHY ON TEACHING ENGLISH AS A SECOND DIALECT. Compiled and annotated by Karen M. Hess. 1972. Free
- A SELECTED ANNOTATED BIBLIOGRAPHY OF ERIC DOCUMENTS ON DECODING. Compiled by Timothy R. Blair. 1972. Free.

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
4 Liberty Square
Boston, Massachusetts 02109

Write for a listing of publications, many of which are pertinent to adult education or to the subject matter instructor.

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION
1201 16th Street N.W.
Washington D.C. 20036

- A TREASURY OF TECHNIQUES FOR TEACHERS OF ADULTS. $1.00
- A SECOND TREASURY OF TECHNIQUES FOR TEACHERS OF ADULTS. $2.00
- TEACHING READING TO ADULTS. $2.00
- THE DISADVANTAGED ADULT. $2.00

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION Publications Sales
252 Bloor Street West
Toronto, Ontario M5S IV6

- THE ADULT'S LEARNING PROJECTS: A FRESH APPROACH TO THEORY AND PRACTICE IN ADULT LEARNING. Allen Tough. 1971. $4.40
  A comprehensive picture of the individual's efforts to learn and change. Explorations of the why, what and where of learning by adults; the planning process; individual and group learning. Provocative reading.
- ADULT EDUCATION THROUGH UNIVERSITY EXTENSION: SELECTED RESEARCH ABSTRACTS. Compiled by Claude Touchette. 1968. $3.00

UNIVERSITY COLLEGE (THE CONTINUING EDUCATION COLLEGE OF SYRACUSE UNIVERSITY)
610 E. Fayette Street
Syracuse, New York 13202

- CONTINUING EDUCATION FOR ADULTS Newsletter. Monthly. Free
- THE USE OF INSTRUCTIONAL TELEVISION IN ADULT EDUCATION: A REVIEW OF SOME RECENT DEVELOPMENTS. Robert J. Blakely. 1974. $1.50 (No. 40)
- RELENTLESS VERITY: EDUCATION FOR BEING - BECOMING - BELONGING. James Robbins Kidd. 1974. $1.50 (No. 41)

Many other national groups and associations relate to adult education either by their subjects of interest or by their responsibility to their people. Make it a habit to write for publication lists. Scan statements of purpose. Know that someone else is trying to do what you are . . . and writing about it.

ADULT EDUCATION PROGRAMS: IDEAS ON PUBLICITY

Publicity can be a joy or a wearying task, depending on the enthusiasm of those in the program.

It can depend on the work of one publicity director, or be the joint task of all the students and all the possible people to be contacted.

Ideas come from everywhere, and can be adapted or adopted according to their appropriateness. For instance, have you looked for your people in well-baby clinics? School food service programs? Homemaker helper programs? Are you in touch with licensed practical nurses who work out in the community?

Another source of ideas and program descriptions is the ERIC (Educational Resources Information Center) system. The following citations turned up in an "ERIC Search" which used search terms (descriptors) such as those listed.

ED066693 CE000932

TRAINING AND USE OF VOLUNTEER RECRUITERS IN ADULT BASIC EDUCATION PROGRAMS. ALABAMA III (HUNTSVILLE) MODULE. FINAL REPORT. ISSUE 3.

Griffin, Bobbie L.; Blankenship, A. Ray

Huntsville City Schools, Ala.; Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Grant-OEG-0-70-4616-111(324)

Pub Date Jun 71 Note-198p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Adult Basic Education/ Adult Dropouts/ *Adult Education Programs/ Annotated Bibliographies/ Continuing Education Centers/ Disadvantaged Groups/ Individualized Instruction/ Paraprofessional School Personnel/ Personnel Evaluation/ *Personnel Selection/ Program Content/ Program Evaluation/ Teacher Aides/ *Teacher Education/ Volunteers/ *Volunteer Training

The Huntsville Module proposed a model program for the training and use of volunteer recruiters that could be used in other Adult Basic Education (ABE) systems in the Appalachian area; specifically, to (1) define procedures for identification and selection of volunteers, (2) provide an eighteen-hour training program, (3) compare recruitment and retention of students with those not receiving volunteer services, and (4) define strengths and weaknesses of recruiters in relating to undereducated adults and influencing ABE enrollment. Thirty-eight carefully selected volunteers attended twelve training sessions before their door-to-door recruitment of non-readers; this personal approach brought students into the programs's lower levels and held the withdrawals to 24 percent, compared to a 43 percent rate in the control group. (Components of the Appalachian ABE Demonstration Center are detailed, and a 20-page annotated bibliography of educational materials given. Fifty pages of appendixes include an evaluation chart for selection of volunteers, agendas for training workshops, student recruitment handouts, evaluation forms.) (AJ)

ED084403 CE000559
A REPORT TO THE OHIO BOARD OF REGENTS: EXTENDED LEARNING PROGRAM.
Ohio Univ., Athens.
Pub Date Jun 73 Note-109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Adult Counseling/ *Adult Education Programs/ Adult Learning/ Adult Programs/ Adult Students/ *Continuous Learning/ Correspondence Study/ *Demonstration Programs/ Educational Finance/ Independent Study/ Individual Counseling/ Individualized Instruction/ Interinstitutional Cooperation/ Special Degree Programs/ *Student Characteristics
Identifiers-*Extended Learning Program
An overwhelming response to the model Extended Learning Programs in the greater Cleveland area and in southeastern Ohio, under the leadership of Ohio University, has indicated that there is a sizeable group of adults with interrupted college programs and unfulfilled career plans whose unique needs were not or could not be met by existing programs of higher education. The program has placed much emphasis on individualized counseling and has recognized the uniqueness of circumstances and aspirations of each student. The report reviews the organization of the project and the necessary procedures for communication and public relations. One section provides a student profile, compiled from questionnaires, of information about people who applied to the program. Other sections describe the course and credit possibilities presently available to extended learning students, counseling and referral process, types of degree programs conducive to independent study approaches, faculty, inter-institutional cooperation, and financing. Also included is an appendix of case studies of four students. (EA)

EJ079576 EA503836
KEEPING ADULTS IN SCHOOL WITH FEDERAL HELP
Federal Aid Planner; 33-41 Spr 73
Descriptors-*Federal Aid/ *Adult Education/ *Educationally Disadvantaged/ *State Federal Aid/ *Student Needs/ Federal Programs/ Individualized Instruction/ Demonstration Projects/ Guidelines/ Revenue Sharing
By tapping the experiences of successful adult education programs, school districts can set up and operate an adult program of educational offerings that can be of practical value to the educationally disadvantaged. (Author)

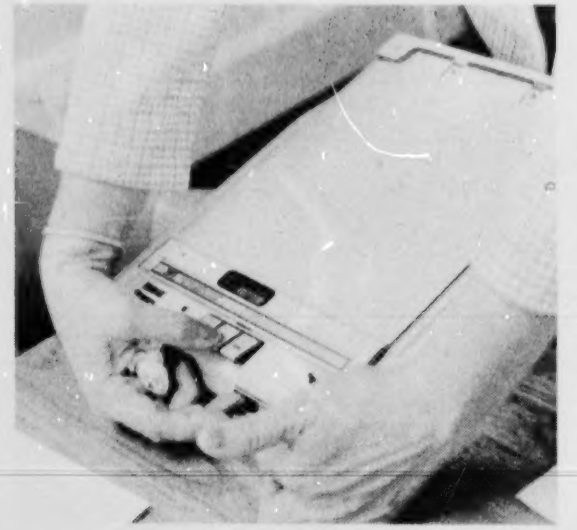
ADULT EDUCATION PROGRAMS: SOURCES AND IDEAS ON LEARNING AND TEACHING

This is such a small listing. And there are so many more sources of this type of instructional information. The best way to find it is to scan the magazines where such materials are reviewed, magazines such as those published for the adult education teacher or the public school teacher. Libraries subscribe to these magazines, such as:

ADULT LEADERSHIP
THE BOOKLIST
LIBRARY JOURNAL
PREVIEWS (NON-PRINT SOFTWARE & HARDWARE NEWS & REVIEWS)
PUBLISHER'S WEEKLY

Ask the librarians.

And, for a few older titles, scan this listing of titles to make a difference in your learning and teaching activities:



ADMINISTRATION ON AGING CATALOG OF FILMS ON AGING. Washington D.C.: Superintendent of Documents, 1973. (Order Number: HE 17.302:F 48)

More than 100 motion pictures dealing with subjects relating to aging, including accident prevention, health, activities, housing, retirement, and the use of leisure time. Also includes some filmstrips, plays, radio broadcasts and slides. Bibliography of film catalogs.

THE ADULT'S LEARNING PROJECTS: A FRESH APPROACH TO THEORY AND PRACTICE IN ADULT LEARNING. Allen Tough. Research in Education Series No. 1. Toronto, The Ontario Institute for Studies in Education, 1971.

Yes, a second mention for this one. Perhaps because of its Canadian origin, this superb study on adults and learning has not yet reached enough adult educators. Chapters on how and why people learn, self-planned learning, one-to-one learning, with practical implications for institutions and instructors make this a 'must read' for today's adult educator.

AN ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS IN COOPERATIVE OCCUPATIONAL EDUCATION. Springfield: State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational Technical Education, 1974.

A 'best buy' listing of instructional materials evaluated by a select team of teacher co-ordinators. Includes materials from most curricular areas, plus personal and public services materials.

AN APPROACH TO CONSUMER EDUCATION FOR ADULTS. Washington D.C.: Superintendent of Documents, 1973. (Order Number PrEx 16.2:Ed 8) $.80

A book for educators that suggests content areas, illustrates teaching situations and identifies potential instructional resources for adult consumer education programs.

CITIZEN ACTION: VITAL FORCE FOR CHANGE. William M. Kitzmiller and Richard Ottinger. Washington D.C.: Center for a Voluntary Society, 1971.

A report by the Grassroots Research Project of the Environmental Clearinghouse, Inc. examining the growth of citizen action.

DECISION MAKING FOR THE DIAGNOSTIC TEACHER: A LABORATORY MANUAL. J. David Cooper and others. New York: Holt, Rinehart and Winston, 1972.

Deciding you'd like to deal diagnostically with teaching and learning? Maybe this lab manual will save you the frustration of wishing for a non-existent course in your area. The exercises extend the small amount of text; if you have students you can use as guinea pigs, so much the better.

THE FOURTH STRIKE: HIRING AND TRAINING THE DISADVANTAGED. Edited by William D. Drennan. New York: American Management Association, Inc., 1970.

A realistic discussion of the problems of employing and training the "hard-core unemployed," analyzed by management and training people discussing real corporate experiences.

HOW ADULTS LEARN. J. R. Kidd. New York: Association Press, 1959, 1971, 1973.

Not often are all three editions of a book valuable, but each of these has particular uses. Emphasizing the "process" of learning, this book can be a goldmine of sources for the adult educator. Its bibliographies are extensive and practical; its comparisons to related fields of agriculture and industry are illustrated clearly. Particularly useful if one wishes to experiment with new classroom techniques with a theory base.

INTERPERSONAL COMMUNICATION: TEACHING STRATEGIES AND RESOURCES.
Alton Barbour and Alvin A. Goldberg. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1974.

A state-of-the-art paper richly appended with experience, texts, descriptions of teaching methods and content bibliographies in this recently developed field.

LEARNING FOR TOMORROW: THE ROLE OF THE FUTURE IN EDUCATION.
Edited by Alvin Toffler. New York: Random House, 1974.

A most readable and thought-provoking collection of original articles written by futurists and thinkers about the future. The gentle push alluded to by the professor at the Workshop: "It's kind of hard to convince us we should stop what we're comfortable doing, and do what you want us to do . . . module teaching isn't that comfortable yet." Good teaching may never be comfortable.

LITERACY EDUCATION FOR ADOLESCENTS AND ADULTS: A TEACHER'S RESOURCE BOOK.
Edwin H. Smith. San Francisco: Boy & Fraser Publishing Company, 1970.

The practical teacher's guide: a handbook and reassurance manual on the sensible operation of programs for adult education. Good listings of materials for program planning, teaching English as a second language, and preparation of literacy materials.

PRACTICAL GUIDE TO CLASSROOM MEDIA.
Dolores and David Linton. Dayton, Ohio: Pflaum/Standard Publishing, 1971.

Some teachers avoid using classroom media because it seems to demand proficiency at machine-management. This guide contains enough basic theory in readable English, and enough suggestions for creative and applied uses for media that an interested teacher might take courage and the first step. The Guide assumes that the user will not try it all, but will utilize people, information and materials. Includes source listings.

READING INSTRUCTION FOR CLASSROOM AND CLINIC. Edward B. Fry.
New York: McGraw-Hill, 1972.

A richly illustrated sourcebook on materials and techniques for remedial reading teachers. Included are descriptions of newer hardware and software.

A SELECTED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIALS FOR ADULT BASIC EDUCATION. Tallahassee, Florida: State Department of Education. Bulletin 71F-3, August 1968. ERIC DOCUMENT ED 030 831. Compiled by Edwin H. Smith and Welson G. Bradtmueller.

Though older than some on this listing, the contents of this bibliography will be useful. A section on the selection of ABE materials includes specific criteria for evaluating materials, then lists specific materials according to their readability level 1--9. Also noted are suitability for younger students or adults and accompanying manuals or materials.

A STUDY OF AMERICAN & MEXICAN-AMERICAN CULTURE VALUES AND THEIR SIGNIFICANCE IN EDUCATION. Ysidro A. Cabrera. San Francisco: R and E Research Associates, 1963. (Reprinted 1972)

A thesis which synthesizes data on American and Mexican-American culture values to better understand the nature of conflicting differences. Could provide excellent background for planning curriculum for Mexican-American children and adults.

A TEACHER'S GUIDE TO WRITING INSTRUCTIONAL OBJECTIVES: MANAGING BEHAVIOR.
Alan H. Wheeler and Wayne L. Fox. Lawrence, Kansas: H & H Enterprises, Inc., 1972. (Behavior Management Series)

A programmed guide for educators who wish to learn to write instructional objectives which clearly specify educational outcomes in terms of observable behavior. Suddenly it makes sense.

TEACHING READING IN ADULT BASIC EDUCATION. Tallahassee, Florida: State Department of Education. Bulletin 71H-4, July 1970. ERIC DOCUMENT ED 019 600. Compiled by Edwin H. Smith and George E. Mason.

A gathering of reading materials and remedial techniques.

TECHNIQUES FOR TEACHING REMEDIAL CASES. Tallahassee, Florida: State Department of Education. Bulletin 71H-5, July 1970. ERIC DOCUMENT ED 019 601. Compiled by Edwin H. Smith and others.

Basic information on identifying the remedial case, with descriptions of such remedial methods as used by Fernald, Cooper, Hegge-Kirk-Kirk, and others. Bibliography.

THE YELLOW PAGES OF LEARNING RESOURCES. Philadelphia: GEE! Groups for Environmental Education, Inc. (or) Cambridge, Mass: The MIT Press, 1973.

An enthusiastic reaching into the places, publications and people of education -- from an alternative education view point. Excellent as a source for non-standard learning materials.

ADULT EDUCATION PROGRAMS: APPLYING FOR PROGRAM OR PROJECT FUNDS

"In the future, perhaps it will also be far more common for an adult to set out to become a highly sensitive and joyful spouse or parent; to become a much more competent learner or helper; to gain an accurate feeling for his own place in history and in the universe; to express himself in music, poetry, film, and sculpture; to become competent at planning travel and recreation; to expand his consciousness or develop competence at meditation; to become less selfish or more committed to some mission in life; and to learn how it feels to be a corporation president or an Asian peasant."

Allen Tough
THE ADULT'S LEARNING PROJECTS

Informational brochures and model proposals used during the 1974 Workshop were brought from the Northwest Regional Educational Laboratory. There are a number of sources for this type of information, such as similar projects on college and university campuses, agencies in related fields which may be located in nearby towns, and regional agencies and offices. Some of this kind of information can be located through searches of the ERIC (Educational Resources Information Center) system, whose indexes are located in most major libraries.

The materials brought from the Northwest Lab were:

ROLE OF A PROPOSAL

CONTRACT PROPOSAL (Region X-HEW Program for Strengthening Program/Project Monitoring)

BUSINESS PROPOSAL (Region X-HEW Program for Strengthening Program/Project Monitoring)

Modules 49 and 50, Conceptual Area Number Sixteen: "Demonstrated Ability To Work With Adult Education Agencies."

In these days, your state department of education is your source of funds: post secondary education monies, higher education, disadvantaged, Indian education monies, library innovation program development, sciences and humanities, vocational education (particularly those earmarked for the handicapped) and Comprehensive Employment and Training Act monies.

INFORMATION AND ADULT EDUCATION: SEARCHING SKILLS AND SOURCES

SO YOU THOUGHT IT WOULD BE EASY

A library is a complex organism, rife with ideosyncracies and paradoxes. But a well-organized library brings credit to its organizers, the librarians and information specialists. They build filing systems. They index esoteric topics. They build collections for those who come with questions and needs. They even teach people how to use libraries, if they're interested.

Trust your librarians to locate what you need. They may find it in one library; they may go through a network of libraries, looking for the right one containing the answer for you.

HAMMERS, SAWS AND PEAVIES OF THE INFORMATION TRADE

If you know the best library tools of your specialty, you can help yourself to information. This section of the Sourcebook lists some indexes, some publisher's catalogs, magazines and other library tools which adult educators need to know about.

Drop their names when you see a librarian. Ask how to best use them in your work. You'll be surprised at the answers you'll get to questions you hardly knew you'd asked.

LIBRARIANS, TOO, HAVE THEIR PRIDE

Finding needles in haystacks may seem an odd way to earn a living. But most librarians revel in what they call "reference or information services." They vie with each other in establishing high success rates at finding the right answers to questions.

Just as teachers feel good about successful teaching techniques, librarians delight in discovering better ways to locate information. Reference books such as indexes, encyclopedias and directories are the tools of their trade; using the computer to retrieve information opens great new vistas to them.

Believe in their skills; praise them when they've made your job go better. They'll serve you well: everyone thrives on appreciation.

IT MAY PAY TO GO TO THE TOP

Information centers and libraries can't always afford professional staffing for every hour of the day. If you're using a library during off hours, or if your request is met with an odd response, you may be dealing with a library aide or a part-time working wife. Ask to speak with another librarian, or come back at another time.

MIRACLES SOMETIMES REQUIRE MORE THAN A DAY

If you need complex or detailed information, particularly if it relates to funding or the machinations of federal legislation, give your librarian time to do the job of locating it. A week or two, if it means writing or calling other libraries and institutions.

Building library collections that serve the needs of their users takes time, too! Buying books or subscribing to magazines and government documents can take from an hour to a year, depending on a lot of things.

So think ahead, and give your information retriever time to retrieve from the best sources. You'll get better results.

WHEN IN DOUBT, ALPHABETIZE -- ALL THE WAY

Nearly every indexing system depends on letters and numbers. If you have trouble with your alphabet, carry an alphabet card with you to the library. No one will notice, and you'll save time.

Decimal numbers in the Dewey system of book shelving are dealt with just as decimals were back in fourth grade. 321.1 is worth less than 321.11 or 321.2, and will appear first as you walk along the book shelves.

Numbers in the Library of Congress shelving system are whole numbers, not decimal numbers. The periods are punctuation marks, not decimal points. A call number in this system may look like this:

E185.97.C6

or it may look like this:

E
185
.97
.C6

Read it one line at a time.

Other shelving systems are being invented all the time. But it's best to ask how to use them or let the librarian help. After all, you needn't know everything in order to use a library. The ability to ask an accurately descriptive question will be your best technique.

WHO IS THIS ERIC?

Since the middle sixties, the federal government has funded a massive information pooling activity called ERIC (Educational Resources Information Center). It depends on the activities of subject specialty clearinghouses to find information. They contact anyone and everyone who publishes in their subject specialty.

Then the clearinghouses index and abstract what they find. Indexes such as RESEARCH IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION come out monthly with the indexings and abstractings.

You can find these indexes in most large libraries. Ask the librarian.

You can also find information centers and libraries who can use a computer terminal to gain access to all 360,000 publications in the system. Then all you need to do is describe what you want to find out, and promise to pay the bill for the search. It's not as high as you might expect. Try it!

MAGAZINES IN ADULT EDUCATION

Magazines can keep teachers in touch with one another's ideas. Send for a free examination copy of these which sound useful. Look through them in libraries. Each originated from different needs; maybe some will fit yours.

This listing includes some British and Canadian titles. It also includes the best of the instructional technology publications.

AEC NEWSLETTER. Monthly. Free. Adult Education Clearinghouse. Department of Adult Continuing Education, Montclair State College, Upper Montclair, New Jersey 07043

ADMINISTRATOR'S SWAP SHOP NEWSLETTER. Bi-monthly. $5.00. National Association for Public Continuing and Adult Education, 1201 16th Street N.W., Washington DC 20036 (Book reviews)

ADULT EDUCATION. Bi-monthly. £ 2.70. National Institute of Adult Education, 35 Queen Anne Street, London WIM OBL England (Indexed in Public Affairs Information Service)

ADULT EDUCATION. Quarterly. $11.00. Adult Education Association of the USA, 810 18th Street N.W., Washington DC 20006. (Book reviews; indexed in Education Index)

ADULT EDUCATION NEWS (OF THE DIVISION OF ADULT EDUCATION & COMMUNITY SERVICE, UNIVERSITY OF WYOMING) Bi-monthly. Free. University of Wyoming, Box 3274, University Station, Laramie, Wyoming 82070

ADULT LEADERSHIP. Monthly (Sept-June) $10.00. Adult Education Association of the USA, 810 18th Street N.W., Washington DC 20006. (Book reviews; indexed in Education Index)

AMERICAN VOCATIONAL JOURNAL. Monthly (Sept-May) $4.00. American Vocational Association, Inc., 1510 H Street N.W., Washington DC, 20005. (Book reviews; indexed in Education Index)

CHANNEL. Quarterly. $3.00. Mid-Hudson School Study Council, State University College, New Paltz, New York 12561. (Book reviews)

COMMUNITY TEAMWORK: NOTES ABOUT ADULT EDUCATION.
2/year. Free. Indiana University, Bureau of Studies in Adult Education, 309 S. Highland, Bloomington, Indiana 47401. (Book reviews)

CONTINUING EDUCATION. Quarterly. $35.00. Pennsylvania Research Associates, Inc., 1428 Ford Road, Cornwells Heights, Pennsylvania 19020. (Book reviews; indexed in Current Index to Journals in Education, Current Contents)

CONVERGENCE: AN INTERNATIONAL JOURNAL OF ADULT EDUCATION.
Quarterly. $6.00. Department of Adult Education, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S IV6 (Indexed in Current Index to Journals in Education)

CORRESPONDENCE EDUCATION. Bi-monthly. $7.00. Norman Publishing Corporation, 3090 N. Lincoln Avenue, Box 1811, Altadena, California 91001. (Book reviews)

COUNSELOR'S INFORMATION SERVICE. Quarterly. $7.00. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue N.W., Washington DC 20036 (Book reviews)

EDUCATIONAL TECHNOLOGY. Monthly. $21.00. Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. (Book, software reviews; indexed in Current Index to Journals in Education, Education Index)

FOR ADULTS ONLY. Quarterly. Free. Department of Community Colleges, Division of Adult Services, Room 183, Raleigh, North Carolina 27602 (Book reviews)

MOUNTAIN PLAINS JOURNAL OF ADULT EDUCATION. Quarterly. Mountain Plains Adult Education Association, Continuing Education Division, University of Nevada, Las Vegas, 4505 Maryland Parkway, Las Vegas Nevada 89101

JOURNAL OF CONTINUING EDUCATION AND TRAINING. Quarterly. $25.00. Baywood Publishing Co. Inc., 43 Central Avenue, Farmingdale New York 11735 (Book reviews; indexed in Engineering Index)

NEWS FOR YOU: WEEKLY NEWSPAPER FOR ADULTS WITH LOW READING SKILL. Weekly. $5.00. Laubach Literacy, Inc., 1011 Harrison Street, Syracuse, New York 13210 (Book reviews; TV reviews)

ORACLE. Monthly. Ontario Association, 9th Floor, 252 Bloor Street West, Toronto, Canada M5S IV6

TEACHING ADULTS. Quarterly. 75p. National Institute of Adult Education, (of England and Wales) 35 Queen Anne Street, London WIM OBL England (Book reviews)

TECHNICAL EDUCATION NEWS. 3/year. Free. McGraw Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020

TECHNIQUES FOR TEACHERS OF ADULTS. Monthly (Oct-May) $5.00. National Association for Public Continuing & Adult Education NAPCAE, 1201 16th Street N.W., Washington DC 20036

THEORY INTO PRACTICE. 5/year, $5.00. TIP, 149 Arps Hall, 1945 N. High St., Columbus, Ohio 43210. (Indexed in Current Index to Journals in Education, Education Index)

INFORMATION SOURCES AVAILABLE IN STATE AND UNIVERSITY LIBRARIES

"The important thing is not to know all there is to know, but to know where one can look it up quickly."

ABSTRACTS OF INSTRUCTIONAL AND RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM/ARM). Quarterly. Columbus: The Center for Vocational Education, Ohio State University.

ADULT EDUCATION DISSERTATION ABSTRACTS. Published by Adult Education Association of the USA, 810 18th Street N.W., Washington DC 20006

BUSINESS EDUCATION INDEX. Annual. New York: Delta Phi Epsilon Fraternity.

CURRICULAR INFORMATION INDEX. Upper Montclair, New Jersey: The National Multimedia Center for Adult Basic Education. (A cross-referenced index for Abstract Cards 000001--004600 which describe adult basic education instructional and curricular materials for use EDUCATION INDEX. Monthly, with annual cumulations. New York, H.W. Wilson Company.

READING RESEARCH QUARTERLY. Quarterly, with annual annotated bibliography of research, covering books, conference proceedings and journal articles. Newark, Delaware: International Reading Association

MONTHLY CATALOG OF UNITED STATES GOVERNMENT PUBLICATIONS. Monthly. (Subject, author and title index to nearly all publications out of federal offices and institutions. Many are excellent teaching materials; see particularly headings "Adult Education" and "Colleges and Universities -- Extension Work")

PUBLISHERS: LISTS AND CATALOGS

If an exhaustive list of publishers is needed, call the library and ask for such publisher listings as:

ALTERNATIVES IN PRINT: THE ANNUAL CATALOG OF SOCIAL CHANGE PUBLICATIONS. Compiled by Task Force on Alternatives in Print, Social Responsibilities Round Table, American Library Association. San Francisco: Glide Publications. Annual.

AVMP (AUDIOVISUAL MARKET PLACE: A MULTIMEDIA GUIDE) New York: R. R . Bowker. Annual. (Media producers & distributors, associations, AV dealers, conventions, educational radio & television, film festivals, equipment manufacturers, rental facilities, reference sources and review media) Annual.

EDUCATIONAL MARKETER YELLOW PAGES: A REFERENCE SOURCE FOR COMPANIES SUPPLYING INSTRUCTIONAL MATERIALS AND EQUIPMENT. White Plains, New York: Knowledge Industry Publications, Inc. Annual.

LITERARY MARKET PLACE. New York: R. R. Bowker. Annual. (Publishers, associations, publishing information)

A sampling of publishers:

ADDISON WESLEY CO. 9 Dunwoody Park, Suite 120, Atlanta, Georgia 30341 Catalog: Materials to accompany the Great Plains ITV series, YOUR FUTURE IS NOW, and related materials

ALLYN & BACON, 150 Tremont Street, Boston, Massachusetts 02111 Catalog.

BARRON'S EDUCATIONAL SERIES, INC., 113 Crossways Park Drive, Woodbury, New York 11797. Catalog.

BUREAU OF CONTINUING EDUCATION, Curriculum Development, N.Y. State Education Department, Albany, New York 12224. Catalog: Materials to accompany the Great Plains ITV series, YOUR FUTURE IS NOW, and related materials.

CAMBRIDGE BOOK COMPANY, 488 Madison Avenue, New York, New York 10022. Catalog: Cambridge GED Program; Kentucky ETV tests and manuals.

EDUCATIONAL DEVELOPMENT LABORATORIES, Rud Clark Company, 6444 Fly Road, East Syracuse, New York 13057. Catalog: Materials related to the Great Plains ITV series YOUR FUTURE IS NOW.

GREAT PLAINS NATIONAL INSTRUCTIONAL TELEVISION LIBRARY, Box 80669, Lincoln, Nebraska 68501. Catalog: Films, textbooks, YOUR FUTURE IS NOW tapes.

NEW READERS PRESS. Division of Laubach Literacy, Inc., Box 131, Syracuse, New York 13210. Catalog: Publications on a low reading level.

OFFICE OF ADULT EDUCATION, Curriculum Development, South Carolina State Department of Education, Columbia, South Carolina 29201. Catalog: Materials related to the Great Plains ITV series YOUR FUTURE IS NOW.

SCIENCE RESEARCH ASSOCIATES, 259 East Erie Street, Chicago, Illinois 60611 Catalog.

STECK-VAUGHN COMPANY, Box 2028, 807 Brazos, Austin, Texas 78767 Catalog: Materials for adult basic and continuing education, English, reading, mathematics, science, social education, GED, others.

W. CLEMENT AND JESSIE V. STONE FOUNDATION, 111 East Wacker Drive, Suite 510, Chicago, Illinois 60601. Catalog: "Achievement Motivation Program", programs, materials, ideas.

WORLD EDUCATION, 1414 Sixth Avenue, New York, New York 10019. Brochure: "AIM (Apperception-Interaction Method)"

LOCALLY PRODUCED TEACHING MATERIALS

Several Workshop presentors brought with them materials which they had created or adapted from other sources. Rather than list these in detail, it was suggested that the materials be deposited with Gordon Jones at the Office of Adult Education, Idaho State University, Pocatello, Idaho 83209

PHIL GIBSON AND JACK RUCKER: "ABOUT VOTECH" (newspaper), which describes the many programs of study offered by the Idaho State University School of Vocational-Technical Education at Pocatello

ROBERT GOLD: Reading tests and lists of instructional materials for teaching reading and remedial reading

JOHN HARTWIG: Descriptive materials on the modules being developed for Adult Counseling Project at the Northwest Regional Educational Laboratory

HELEN HUFF: Local history materials developed from the Idaho Historical Society "Reference Series"; Learning Facilitator Handbook of basic "quick assessments" and language development materials

KENNETH O. LIGHT: A form developed for listing "Relative and Supportive Agencies" for adults in the education program

FLORENCE NIEMANN: Materials for mathematics; reprints on individualizing instruction, from Educational Technology magazine; a brochure

describing the Preparation Center at Lewis-Clark State College in Lewiston

IRVIN WATTERS: A final report on a training project for positive leadership roles for tribal education committees for adult basic education programs

ADULT EDUCATION INSTRUCTIONAL MATERIALS AND PROGRAM DEVELOPMENT: AN ERIC SEARCH

"If adult students are directed to make as many X's as they can in 30 seconds, some will be able to make a great many more X's than others. The same class, doing almost any other task within the ability range of its members, if timed closely, will exhibit a similar range of differences in speed. Given a list of words to memorize, they will show a wide range in rate of learning. And each member's rank in the scale of ability will differ from task to task.

These differences in learning rates, as well as differences in levels of achievement and differences in learning styles, mean that effective teaching is best done by matching each student to the type of material, the rate of learning, and the learning style best suited to him. The ultimate criterion for suitability is how well he learns from the material."

Edwin H. Smith
LITERACY EDUCATION FOR ADOLESCENTS AND ADULTS

And where do we begin to search for such individualized materials and programs? The following facsimile is a search of the current year of ERIC entries using the terms ADULT EDUCATION/INDIVIDUALIZED INSTRUCTION/INSTRUCTIONAL PROGRAMS/ ADULT EDUCATION PROGRAMS/ADULT BASIC EDUCATION/ READING SKILLS/REMEDIAL READING. If the search had covered a longer period, the listing would have been longer, but not broader.

EJ: Educational Journal article
ED: Educational Document (book, speech, pamphlet, text, etc)

EJ094275 CE500825
SKILLS FOR LEARNING AND LIVING. SELF-DEVELOPMENT AT ARIZONA'S MDTA .MANPOWER DEVELOPMENT AND TRAINING ACT. CENTERS
Allshouse, Mary American Vocational Journal; 49; 4; 61 Apr 74
Descriptors-*Manpower Development/ *Self Actualization/ *Skill Development/ *Skill Centers/ Individualized Instruction/ Adult Education
Skill training by way of individualized instruction is offered to adults by the learning centers established by the Arizona MDTA Skill Centers. (DS)

EJ079196 AC502525
MOTIVES FOR RECURRENT EDUCATION
Convergence; 4; 4; 54-62 72
Descriptors-*Educational Planning/ *Educational Policy/ *Educational Objectives/ *Continuous Learning/ *Equal Education/ Adult Education/ Post Secondary Education/ Resources/ Labor Market/ Social Systems/ Individualized Instruction
Describes the advantages for the total education of the individual divided into periods spread out over his active life. (Author/RK)

EJ071183 AC502310
AN EXPERIENCE IN AUTONOMOUS LEARNING
Blackwell, Velma L.; Karioth, Sally Adult Leadership; 21; 7; 221-223 Jan 73
Descriptors-*Adult Education/ Adult Education Programs/ Foreign Countries/ *Individual Needs/ *Individualized Instruction/ Multimedia Instruction
Identifiers-*Great Britain
Some insights on the overall scope of adult education in Great Britain. (DS)

EJ067807 EA503185
ROLE OF THE FOUR-YEAR COLLEGE AND THE UNIVERSITY IN COMMUNITY EDUCATION
Seay, Maurice F. Phi Delta Kappan; 54; 3; 199-202 Nov 72
Descriptors-*Adult Education/ *Community Education/ Educational Change/ *Educational Philosophy/ Financial Support/ *Foundation Programs/ *Higher Education/ Individualized Instruction/ School Organization
Identifiers-Mott Foundation
To contribute to the development of community education, 4-year colleges and universities will have to acknowledge the continuousness and individuality of education and redefine the role of higher education vis-a-vis other educative institutions. (Author/JH)

EJ064945 AC502140
IMPACT OF COMPETENCY-BASED INSTRUCTION ON CONTINUING EDUCATION
Richman, Paul T.; Nagel, Thomas S. Continuing Education; 5; 4; 59-60 Oct 72
Descriptors-*Adult Education/ *Behavioral Objectives/ Continuing Education Centers/ *Course Objectives/ *Individualized Instruction/ *Performance Criteria
Identifiers-Competency Based Instruction
Explains the eight areas of change involved in the switch from "conventional" to more individualized, objective-oriented instruction. (SB)

EJ054706 AC501802
INDIVIDUALIZED LEARNING FOR ADULTS-THE ILA PROJECT
Deep, Donald Adult Leadership; 20; 8; 291 Feb 72
Descriptors-Adult Education/ *Adult Education Programs/ *Curriculum Development/ Educational Diagnosis/ *Individualized Instruction/ *Individualized Programs/ *Instructional Materials/ Learning
Describes curriculum materials that can be incorporated into an easily managed instructional system that allows for the accurate diagnosis of each students' learning needs. (Author/LP)

EJ054339 AC501801
INDIVIDUALIZING ABE PROGRAMS THROUGH LEARNING PACKETS
Sepede, John H. Adult Leadership; 20; 8; 289-90 Feb 72
Descriptors-*Adult Basic Education/ *Adult Education Programs/ Adults/ Independent Study/ *Individualized Instruction/ *Individualized Programs/ *Instructional Materials
Attempts to define and meet the needs of adults being served by Adult Basic Education programs. (Author/LP)

EJ039567 VT502533
PROGRAMMED SHORTHAND FOR ADULT CLASSES
Naber, Evelyn Business Education Forum; 25; 8; 26 May 71
Descriptors-*Adult Education/ *Business Education/ *Individualized Instruction/ *Programed Instruction/ *Stenography

EJ038155 VT502468
FOCUS ON THE INDIVIDUAL
Howard, Doris Journal of Business Education; 46; 8; 333-334 May 71
Descriptors-Adult Education/ *Business Education/ *Individualized Instruction/ *Self Concept/ Special Education/ Teacher Role

ED086894 CE000933
THE ADULT LEARNING CENTER. ISSUE 6.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Grant-OEG-0-71-4410(324)
Pub Date Sep 72 Note-25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Adult Basic Education/ *Adult Education Programs/ *Continuing Education Centers/ Disadvantaged Groups/ Educational Diagnosis/ Educational Facilities/ Educational Objectives/ Guidance Counseling/ Individualized Instruction/ Interagency Coordination/ Paraprofessional School Personnel/ Personnel Selection/ Program Planning/ Recruitment/ Remedial Instruction/ Student Motivation/ Student Records
Identifiers-*Student Recruitment
Since 1967 the Appalachian Adult Education Center in cooperation with thirteen State departments of education has established several adult learning centers to provide services to the hard-core educationally disadvantaged and to test one specific method of operation to meet individual needs most effectively. Through this document, an attempt is made to formulate a broad and comprehensive design for an operational learning center, including objectives, physical structure, materials, requirements for directors and staff members, and student recruitment techniques. A program of diagnosis, prescription and evaluation is outlined; sample record sheets, enrollment forms, study schedules and other forms make up a large part of the document. An evaluation of the learning center program, Ohio Module, is offered in tabular form. In a comparison with traditional classroom adult instruction, the learning center showed 1.5 times the gain per hour in reading for 100 hours of instruction, and home instruction by paraprofessionals working out of learning centers showed 2.5 times the gain of the traditional classroom. (AJ)

ED086474 SP016123
INDIVIDUALIZED ADULT SCIENCE EDUCATION.
Lawrence, C. G.
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency-Department of Regional Economic Expansion, Ottawa (Ontario).; Saskatchewan Dept. of Education, Regina.
Pub Date Jun 72 Note-192p.; Proceedings of a seminar held May 24 & 25, 1972, in Prince Albert
Available from-Saskatchewan New Start Incorporated, P. O. Box 1565, 154 8th Street East, Prince Albert, Saskatchewan ($4.95)
Document Not Available from EDRS.
Descriptors-Adult Education/ *Adult Education Programs/ *Curriculum Development/ *Individualized Instruction/ *Reports/ Science Education/ *Sciences/ Seminars
Identifiers-Canada
As the proceedings of a national seminar on individualized adult science education, a total of 13 articles is compiled in this volume concerning the theory and techniques of curriculum development and the individualization process in upgrading Canadian science courses. The topics include: The Characteristics and Formulation of Behavioral Objectives; Sequencing and Clustering Behavioral Objectives in Designing a Curriculum; Saskatchewan NewStart's Individualized Processes in Adult Basic Education; Science Curriculum Project--Humber College of Applied Arts and Technology; Science Program--Stephenville Adult Center; Continuous Progress Physical Science Basic Training For Skills Development--Red River Community College; Conquering the World of Science--Cambrian College of Applied Arts and Technology; Audio Visual Methods for Individualized Instruction; Systems Approach to Training; Modular Training in Ontario; Science Curriculum Project--Saskatchewan Institute of Applied Arts and Sciences; Science Curriculum Project in New Brunswick; and Determining Relevancy of Science Curricula. Contained is a list of seminar participants with their address. (CC)

ED082132 CS000722
A SUMMARY OF THE EVALUATION OF THE EDUCATIONAL DEVELOPMENTAL LABORATORIES/AMERICAN INSTITUTE OF BANKING HIGH SCHOOL EQUIVALENCY PROGRAM FOR BANK TRAINEES.
Scheier, Elaine; And Others
Educational Developmental Labs., Inc., New York, N.Y. Research Dept.
Report No.-EDL-RIB-5
Pub Date Mar 72 Note-29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Adult Education Programs/ Adult Students/ *Adult Vocational Education/ Banking/ Critical Reading/ *Disadvantaged Groups / *Individualized Instruction/ Mathematics/ Reading Improvement/ *Reading Instruction/ Social Studies
Identifiers-GED/ *General Educational Development Tests
The New York Chapter of the American Institute of Banking (AIB) is a sponsor of the Joint Bank Hiring and Education Program for the Disadvantaged (HEP), the purpose of which is to hire and train undereducated adults and provide education that will enable the trainees to compete successfully in the banking industry. Educational Development Laboratories (EDL)/McGraw-Hill and AIB, New York Chapter, entered into an agreement in which EDL/McGraw-Hill agreed to provide the teaching staff, curriculum, instructional materials, and specialized equipment needed for trainees to develop skills in reading, communication, mathematics, social studies, and science. The educational objective of this total program was the successful completion by the students of the General Educational Development Tests (GED). Teachers went through a four-week training program to develop: (1) an understanding of a comprehensive laboratory approach to GED instruction, (2) expertise with media, (3) an understanding of the value of a multimedia approach to educating the disadvantaged, (4) expertise in individualizing instruction, and (5) techniques in

critical reading instruction. A total of 485 students were accepted for the program, and 372 completed it. The students in responding to a questionnaire, in general agreed that the program helped them. (WR)

ED073436 CS000397
READING INSTRUCTION AND TECHNICAL RETRAINING IN THE COMMUNITY COLLEGE FOR DISADVANTAGED ADULTS.
Resmondo, Betsy
Pub Date May 73 Note-8p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Adult Education/ Basic Skills/ *Community Colleges/ *Deaf Education/ Developmental Reading/ Disadvantaged Groups/ English (Second Language)/ *English Instruction/ Individualized Instruction/ Language Laboratories/ *Reading Instruction/ Sign Language
Identifiers-Waubonsee Hearing Impaired Program/ WHIP
The Waubonsee Hearing Impaired Program (WHIP), offering courses for disadvantaged adults in English and reading as well as a special program for hearing impaired students, is described. English Review is a course which aids students whose deficiencies in English preclude their taking the regular freshman English courses. Instruction is individualized as students are required to write short themes and other expository prose essential for vocational goals or further studies. Notetaking, outlining, use of dictionaries, and test taking techniques are also taught. Developmental Reading is a course designed for adults who never completed their years of formal education. Work is given to increase skills in vocabulary, phonics, listening, reading comprehension, spelling, and written expression. English as a second language is offered in both of these courses for those whose native language is not English. A special tutor works with these students so that a meaningful program is developed for their particular needs. Interpreters are provided to aid in lip reading, and classes are offered teaching sign language. The philosophy of the Hearing Impaired Program is to provide those services which allow the deaf student to compete on an equal basis with his hearing peer in an integrated classroom. (HS)

ED069963* AC014014
TAXONOMY OF READING SKILLS AND MATERIALS FOR YOUTHS AND ADULTS. A SYSTEM OF PRESCRIBING FOR INDIVIDUAL SKILL DEFICIENCIES.
Giuliano, Helen Solana; And Others
White Plains Adult Education Center, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date 72 Note-96p.
Available from-Educational Developmental Laboratories, 1221 Avenue of the Americas, New York, N.Y. 10020 (Order No. 380039, no price quoted)
Document Not Available from EDRS.
Descriptors-Academic Achievement/ *Adult Basic Education/ Curriculum Guides/ Diagnostic Teaching/ Instructional Materials/ Publications/ Publishing Industry/ Reading Comprehension/ *Reading Skills/ *Remedial Reading/ *Taxonomy/ Testing/ Word Study Skills
This Taxonomy was designed to assist the instructor or reading specialist in the identification and location of specific instructional materials that can be used for remediation of skill deficiencies. The Taxonomy was developed by the White Plains Adult Education Center, and a description of the Center's program and method of integrating the Taxonomy in its curriculum is provided in the opening section of the document. The topics discussed in this section are: Historical Development; Adult Basic Education Program; Need for Diagnosis of Specific Deficiencies; and Prescription Guidelines. The remainder of the document is the body of the Taxonomy, which contains the following materials: Index of Skills (Word Attack Skills--consonants, vowels, syllables, suffixes, prefixes, synonyms/antonyms/homonyms/homographs, dictionary usage: Alphabetizin-

g, and spelling; Comprehension Skills--reading vocabulary, following directions, reference skills, interpretation of materials, speed comprehension, and appreciation of literature and poetry; Index of Skills; How to Read an Entry; Taxonomy (Section I, Work Attack Skills; Section II, Comprehension Skills); A Listing of Publishers and Materials; and Learning Laboratory Planning Manual (purpose, guidelines, manual format, prescribed procedures for teachers, Developmental Plan Sheet/Readiness, Developmental Plan Sheets for: Levels 1.5-3.9, 4.0-6.9, and 7.0-12.0, planning with supplemental materials, and learning laboratory materials (grade levels 2.0-13.0). Publishers' addresses and materials referred to in the Taxonomy are listed, and a code key to publishers is provided. (DB)

ED069477* SE014928
ESTABLISHING THE LINC PROGRAM, A MANUAL FOR ADMINISTRATORS AND INSTRUCTORS.
Tippett, Glen; Mullen, Vernon
Saskatchewan NewStart, Inc., Prince Albert.
Pub Date 72 Note-75p.
Available from-ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors-*Adult Education/ Communication Skills/ *Curriculum/ *Individualized Instruction/ *Instruction/ Instructional Materials/ Mathematics Education/ Objectives/ Program Descriptions/ *Remedial Instruction
Identifiers-Learning Individualized for Canadians
This manual for administrators and instructors accompanies the Learning Individualized for Canadians (LINC) courses of individually prescribed instruction in communications and in mathematics for adult learners. Information is given on the background of the LINC program, objectives, components, the individualized process, procedures for curriculum development, and implementation of the LINC program. A detailed materials list for communications and for mathematics and a reading list for adult basic education are included. See SP 014 927 for the LINC mathematics program. (DT)

ED069476* SE014927
LEARNING INDIVIDUALIZED FOR CANADIANS (LINC) MATHEMATICS.
Tippett, Glen
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency-Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).; Saskatchewan Dept. of Education, Regina.
Pub Date 72 Note-368p.; Third Edition of the Former Adult 5-10 Mathematics Program
Available from-ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors-*Adult Education/ Curriculum/ *Individualized Instruction/ Instruction/ *Instructional Materials/ *Mathematics Education/ Objectives/ Practical Mathematics/ Remedial Mathematics/ *Teaching Guides/ Units of Study (Subject Fields)
Identifiers-Learning Individualized for Canadians
This instruction manual for the Learning Individualized for Canadians (LINC) mathematics course is designed for use in adult basic education or retraining programs focusing on individually prescribed learning. Emphasis is on developing computational and problem-solving skills and on practical applications of mathematics to everyday life skills and occupational training. The manual contains an instructor's guide, the LINC mathematics course, and copies of placement inventories, objectives, prescription sheets, tests, and answer keys. A variety of self-instructional resources for the student are listed. The course consists of ten units of instruction: whole numbers; fractions; decimals; percent; measurement; perimeter, area, volume; geometry; statistics; integers and rationals; and introductory

algebra. An annotated list of instructional materials is included for each unit and an additional comprehensive list for the course is also given. See SE 014 928 for the administrator and instructor's manual on the LINC program. (DT)

ED068832 AC012968
HARDWARE AND SOFTWARE FOR ADULT BASIC EDUCATION IN CORRECTIONS.
McKee, John M.
Pub Date 14 May 72 Note-15p.; Paper presented at Regional Seminar on Adult Basic Education in Corrections, Pomona, California, May 14, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Adult Basic Education/ Adult Education Programs/ Adult Educators/ Adult Vocational Education/ Audiovisual Aids/ Audiovisual Instruction/ Behavioral Objectives/ *Computer Assisted Instruction/ *Correctional Education/ Corrective Institutions/ Individualized Instruction/ *Instructional Materials/ Job Skills/ Performance Contracts/ Programed Instruction/ Publications/ Reading Programs/ Research Proposals
Establishing behavioral objectives for an adult basic education (ABE) program helps to accomplish individual assessment of a learner's abilities and deficiencies. The heart of an individually prescribed instructional system is the use of instruction materials or software. Many programmed instructional materials are available, and it is the responsibility of the administrator of adult educational programs to keep abreast of current materials. Hardware such as visual aids, tape recorders, and tachtiscopes may be used extensively for adult basic education, especially in reading programs. The integration of hardware and software into an ABE system, and the relations of materials and equipment and their consequences, call for contingency management techniques. The use of contingency or performance contracts is widely used in ABE. ABE instructors need to teach work and vocational programs as well as basic educational skills, especially in prisons. (RS)

ED068805* 08 AC012924
COMMUNICATIONS--DEVELOPMENTAL READING. LEARNING INDIVIDUALIZED FOR CANADIANS (LINC).
Thorpe, Murdine; Tippett, Glen
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency-Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).; Saskatchewan Dept. of Education, Regina.
Pub Date 72 Note-296p.
Available from-Saskatchewan NewStart Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada
Document Not Available from EDRS.
Descriptors-*Adult Education Programs/ *Comprehension/ Comprehension Development/ Developmental Programs/ Individualized Instruction/ *Instructional Materials/ *Language Arts/ Program Content/ Reading/ Workbooks
A course is presented which is designed for development of vocabulary and comprehension, on the assumption that the student is functioning at a minimum of grade four level in reading, has skills required to unlock language codes associated with phonetic structures, and is at a point in reading skill development where concentration can be placed on expanding his functional reading vocabulary and developing his comprehension skills to the evaluative level. All components of individualized process are included in each of five units: Word Analysis; Word Meaning; Literal Comprehension; Interpretive Comprehension; Evaluative Comprehension. Complete answer keys for all tests are included, as well as Instructor's Guide. (For related documents, see AC 012 922-923 and AC 012 925-926.) (Author/NF)

ED067733 EA004522
OFF CAMPUS HIGH SCHOOL EVALUATION. RESEARCH REPORT.
Bellevue Public Schools, Wash.
Report No.-DR-0093/672:250
Pub Date Jun 72 Note-140p.; A publication of the Research Office of the Planning Department
EDRS Price MF-$0.65 HC-$6.58
Descriptors-Adult Education/ *Alternative Schools/ *Continuation Students/ Dropouts/ Goal Orientation/ Graduation Requirements/ *High Schools/ Individualized Instruction/ Learning Disabilities/ *Off Campus Facilities/ Parent Attitudes/ *Program Evaluation/ Reading Improvement/ Self Concept/ Student Attitudes/ Student Characteristics/ Student Needs/ Student Teacher Relationship
This document describes an alternative high school program developed to provide a continuing educational opportunity for students who had discontinued their education prior to high school graduation. Data collection focus provided comprehensive information about (1) the characteristics of students and applicants, (2) the degree to which the program has been accomplishing its objectives, (3) the nature and effectiveness of curriculum and other strategies, (4) the attitudes of people directly involved, (5) costs, (6) other outcomes, (7) implications, and (8) recommendations. Evaluation procedures included analyzing student records; procuring sample student histories; administering questionnaires to applicants, students, staff, former counselors, former students, and parents; analyzing the curriculum; comparing pre- and post-tests in reading; and analyzing student performance in respect to regularity of attendance, number of credits earned, number graduating, and post school activity. Objectives, strategies, and the content of survey questionnaires are detailed. (Author/EA)

ED066586 VT016454
AN ASSESSMENT OF CURRENT AND PROJECTED INDIVIDUALIZED INSTRUCTION IN BUSINESS AND MARKETING COURSES PROVIDED BY THE DISTRICTS OF THE WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION SYSTEM. FINAL REPORT.
Wisconsin Univ., Madison.
Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Nov 71 Note-49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Adult Education/ *Annotated Bibliographies/ *Business Education/ *Curriculum Planning/ *Individualized Instruction/ *Marketing/ Post Secondary Education/ Student Attitudes/ Teacher Attitudes/ Vocational Education
Based on interviews with a representative of each of the 18 Vocational, Technical, and Adult Education Districts of Wisconsin, this study sought to determine the present and future use of individualized instruction in business and marketing offerings. Analysis of the interview data revealed that: (1) 12 of the 18 districts reported business or marketing courses which were utilizing individualized instruction, (2) 11 districts anticipated adding courses with individualized instruction, (3) The most frequently offered courses were typewriting, shorthand, business mathematics, and communications, (4) Most of the courses were at the national level and many were designed for remedial or special needs students, and (5) Students and teachers both exhibited a positive attitude toward individualized instruction. (JS)

ED064573 AC012646
METHODS FOR HUMAN RESOURCE DEVELOPMENT.
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency-Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).; Saskatchewan Dept. of Education, Regina.
Note-30p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Adult Basic Education/ *Adult Education Programs/ Business Education/ Career Ladders/ *Course Descriptions/ *Disadvantaged Groups/ *Human Resources/ Individualized Instruction/ Instructional Staff/ Mathematics Instruction/ Nonprofessional Personnel/ Professional Personnel/ Resource Materials/ Social Development/ Social Work/ Training Techniques

Identifiers-*Saskatchewan NewStart/ Socanics

Courses and facilities of the Saskatchewan Newstart program are discussed as they pertain to human resource development. In addition, materials available for conducting 17 courses related to human resource development are listed, briefly annotated, and the price for each is given. The Saskatchewan Newstart Social Invention Centre is discussed first, followed by the descriptions of the following courses: Basic Literacy for Adult Development; Fluency First; LINC Mathematics and Communications; Life Skills Course; Development of New Training Methods; Small Business Management; New Careers Ladder; New Careers Ladder: Socanics; New Careers Ladder: Coaches. Photographs are provided of Resources and Facilities. (DB)

ED060417 AC012380

UNESCO QUESTIONNAIRE. THIRD INTERNATIONAL CONFERENCE ON ADULT EDUCATION.

Division of Adult Educational Programs, BAVT.

Pub Date Jan 72 Note-45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Adult Education/ American Culture/ *Conferences/ Educational Economics/ *Educational Methods/ Educational Objectives/ Educational Technology/ *Financial Support/ Individualized Instruction / International Programs/ Mass Media/ Nonprofessional Personnel/ *Personnel Needs/ Professional Personnel/ Questionnaires

Identifiers-*UNESCO

The U.S. response to a UNESCO Questionnaire issued in preparation for the 3rd World Conference on Adult Education, held in Tokyo, Japan, July 27 to August 8, 1972, is presented. The questionnaire consists of the following five parts: Part I. The Relation of Adult Education to Economic, Social and Political Objectives; Part II. Adult Education in Relation to the Educational System; Part III. Financial Resources; Part IV. Methodological Aspects; and Part V. Personnel for Adult Education. (DB)

ED059433 AC012294

ILA: INDIVIDUALIZED LEARNING FOR ADULTS. MANUAL.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Grant-OEG-0-71-4412(324)

Pub Date 72 Note-32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Adult Basic Education/ *Adult Education/ Communication Skills/ *Curriculum Design/ Decision Making/ Educational Programs/ *Individualized Instruction/ Learning Activities/ Learning Experience/ *Manuals/ Mathematics/ *Objectives/ Skill Development/ Student Participation/ Task Performance/ Test Results

Identifiers-ILA/ *Individualized Learning for Adults

Individualized Learning for Adults (ILA), a program designed to meet the needs of adults enrolled in Adult Basic Education (ABE) classes, is presented. The curriculum of the ILA program consists of two carefully constructed continuums sequenced along two dimensions: area and level. There are 257 performance objectives, or skills, in the Mathematics continuum and 188 performance objectives, or skills, in Communications Skills. Each continuum is divided into the following areas: (1) Mathematics: Numeration and place value, addition and subtraction, multiplication and division, geometry and measurement, applications; and (2) Communication Skills: Phonic Analysis/Handwriting, Structural Analysis, Vocabulary Development, Literal Comprehension, Interpretive Comprehension, Evaluative

Comprehension, Library Skills, Reference Skills. On entering ILA, each student takes an Entrance Test (or tests). Within each test are items designed to make a gross evaluation of the students' achievement in each unit of the continuum. Instructional decisions pertinent to a student's learning program are always made with the student. (CK)

ED058556 AC012277
HANDBOOK FOR EVALUATING INSTRUCTION.
Los Angeles City Schools, Calif.
Pub Date 71 Note-40p.; Draft copy, Prepared by the Division of Career and Continuing Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Academic Education/ *Administrator Guides/ *Adult Education Programs/ Annotated Bibliographies/ Business Education/ Citizenship/ *Community Schools/ Elementary Education/ English (Second Language)/ *Evaluation Techniques/ Fine Arts/ Homemaking Education/ Individualized Instruction/ Industrial Education/ Music Education/ Nursing/ Parent Education/ *Teacher Evaluation/ Traffic Safety
This handbook is designed to assist teachers and administrators in improving the instructional program by providing practical and specific suggestions for evaluation of instruction in community adult schools. General criteria for evaluation in all subjects are divided into the following categories: I. Classroom Organization and Management; II. Special Qualities of a Teacher in the Particular Area; III. Teaching Techniques Pertinent to the Individual Area; IV. Evaluation Techniques Appropriate to the Individual Area; and V. Safety Practices. These criteria are utilized in evaluating instruction in the following subject fields: Academic Business Education, Citizenship, Elementary Education, English as a Second Language, Fine Arts, Homemaking, Individualized Instruction, Industrial Education, Music, Nursing, Parent Education, and Personal Traffic Safety. A selected bibliography is provided. (DB)

ED052944* SE011137
ADULT MATHEMATICS PROGRAM.
Mullen, Vern; And Others
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency-Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Pub Date 70 Note-500p.
Available from-ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors-*Adult Education/ *Curriculum Guides/ Diagnostic Teaching/ *Individualized Instruction/ Instruction/ Instructional Materials/ *Mathematics Education/ *Remedial Mathematics/ Teaching Guides
This curriculum guide is designed for use by the teacher in basic adult education. The mathematical content includes concepts from numerical operations, elementary algebra and geometry, weights and measures, and graphing. It is designed specifically for individually prescribed instruction. Each unit of material includes a placement examination, worksheets, textbook references, a sheet for recording prescriptive assignments, and a unit test. (RS)

ED046656 RE003276
DEVELOPMENT OF SPECIFIC READING SKILLS IN ADULT EDUCATION.
Askov, Eunice N.; And Others
Pub Date Dec 70 Note-15p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970
Available from-Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233
EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors-*Adult Basic Education/ Adult Education/ Adult Literacy/ *Adult Reading Programs/ Functional Reading/ *Individualized Instruction/ Literacy Education/ Reading Development/ *Reading Instruction/ *Reading Skills/ Word Recognition

In order to give attention to the varied backgrounds and experiences of individuals entering adult basic education classes, a change from the established preselected program is suggested. This new approach would center around the assessment of a student's level of development in essential reading skills, particularly of word-attack skills. Such a program would allow teachers to do a more realistic and efficient job of teaching reading to adults and would allow adults to receive instruction at levels commensurate with their needs. It is recommended that when adults enter an adult basic education course they be given tests to determine the levels of their word-attack skill development. They would then be assigned to programs designed to meet their individual needs. A scope and sequence statement of word-attack skills is presented in the appendix. (MS)

ED039040 RC004287

A SYNTHESIS OF CURRENT RESEARCH IN MIGRANT EDUCATION.

Schnur, James O.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-6-2469

Contract-OEC-1-6-062469-1574

Pub Date May 70 Note-44p.

Available from-Manager, Duplicating Service, New Mexico State University, P. O. Box 3C-B, Las Cruces, New Mexico 88001 ($1.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Academic Achievement/ Adult Education/ *Curriculum/ Dropouts/ Educational Programs/ English (Second Language)/ Family (Sociological Unit)/ Individualized Instruction/ *Migrant Education/ Migrant Problems/ Parent Influence/ *Program Descriptions/ Recordkeeping/ Research Needs/ *Socioeconomic Status/ Teacher Aides/ Teacher Education/ Testing/ Ungraded Classes/ Verbal Learning

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetus for more and better migrant education programs. The scope of this research synthesis encompasses the age range of the migrant (and his education) from cradle to adulthood. An overview of the migrant describes his economic status, family-unit philosophy, habits and living conditions, educational level, and social status. It is noted that education could help the migrant to broaden his capacities and master new skills. Existent migrant programs which provide elementary, secondary, and adult education are discussed, and emphasis tends to be on individualized instruction, English as a second language, and oral language development. The author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education. Unmet needs in the education of migrants, recommendations emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in concluding pages of the document. (AN)

ED086013 FL004761

A EUROPEAN UNIT/CREDIT SYSTEM IN THE FIELD OF ADULT LANGUAGE LEARNING. REPORT OF THE MEETING OF EXPERTS (SEPTEMBER 11 & 12, 1972).

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 16 Oct 72 Note-8p.; Meeting held in Strasbourg, France

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Adult Education/ Credits/ Curriculum Planning/

*Educational Innovation/ Educational Objectives/ Individualized Instruction/ Language Instruction/ *Language Research/ Modern Language Curriculum/ *Modern Languages/ Multimedia Instruction/ Profile Evaluation/ Second Language Learning/ Student Centered Curriculum/ Student Needs/ *Symposia/ Units of Study (Subject Fields)

The aims of this meeting of the group of experts set up to investigate the feasibility of a unit/credit system for modern language learning by adults were: (1) to define, on the basis of the results of three preliminary interrelated studies, the second phase of the research, namely, the operational specification of learning objectives; (2) to report on work in progress for the symposium to be held in 1973; and (3) to consider the further steps of the development and research program as previously outlined. Included in the report are a detailed listing of the conclusions reached at the meeting. (Author)

Appeared in May 1973 issue of The Reading Teacher and Journal of Reading

A-574-114

ERIC RCS

ERIC: The System and How to Use It

by Turee Olsen and William Rupley, Research Assistants

The ERIC system is a valuable resource for teachers, educational specialists, and administrators. Transcripts of speeches, topical papers, program descriptions, inservice and preservice workshop materials, conference proceedings, research reports, experimental studies, and educational journal articles are included in the ERIC system. At least 500 complete ERIC microfiche collections and numerous partial collections exist nationwide.

However, to use the ERIC system to its fullest potential one needs a working concept of how to obtain desired information. The following descriptions and definitions of ERIC terms should help the beginning user of the system to find the information he needs. A hypothetical case study which follows the definitions provides a concrete example of how to use ERIC.

THESAURUS OF ERIC DESCRIPTORS

The key to the entire system is the THESAURUS OF ERIC DESCRIPTORS. This volume, which is continuously being updated, is the source of all subject headings used for indexing and for retrieval of documents and journals in the ERIC collection. Each document entered into the system is assigned several descriptors, educational terms selected from the THESAURUS that indicate the essential contents of the document. Descriptors noted by an asterisk delineate the major concepts of the document, while the unmarked (minor) descriptors denote concepts that receive only passing attention of minor emphasis in the document.

(In cases where no descriptor term adequately describes some important feature of a document, an identifier term may be assigned in addition to the descriptors. Any word, name, or phrase may be an identifier; and, for the most part, identifiers are useful only to information specialists and not to the average user of the ERIC system.)

RESEARCH IN EDUCATION

Documents thus indexed using the descriptors and identifiers are printed in the monthly journal, RESEARCH IN EDUCATION (RIE), published by the National Institute of Education of the Department of Health, Education, and Welfare. About 1000 documents from all sixteen ERIC Clearinghouses are indexed and summarized, or abstracted in RIE each month. Each volume contains a main entry, subject, author, and institution or publisher catalog of documents.

The subject section is arranged by descriptor terms. Under each term are found those documents which have been assigned a particular term as a

major (starred) descriptor. Thus, a document which has been assigned five major descriptor terms will be found in five places in the subject index. In each place the title and a six-digit (for ERIC Document) accession number are listed. Semi-annual and annual compilations of RIE are also available.

CURRENT INDEX TO JOURNALS IN EDUCATION

Articles from nearly 600 educational journals are indexed in the same manner in another ERIC publication, CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). These articles are assigned a six-digit EJ (for Educational Journal) accession number and are annotated in most cases. Semi-annual and annual compilations of CIJE are available. Copies of the journal articles indexed in CIJE are not available from ERIC. They must be obtained from your library collection or from the publisher.

However, most documents abstracted in RIE are available from the ERIC Document Reproduction Service (EDRS) in two forms: microfiche (MF), a four by six microfilm card containing up to 98 pages of text; or hard copy (HC), six by eight inch black and white photographically reproduced pages in a paper binding. A few documents listed in RIE are not available from EDRS. In these cases, ordering information and current price are listed in the main entry abstract.

A CASE STUDY

A hypothetical case study which incorporates the previously introduced definitions and provides a step-by-step solution of a problem using the ERIC system follows.

Miss Brown, a fourth grade teacher, has been reading and hearing about individualized reading programs for several months. She would like to know more about individualized reading and is considering adopting this teaching approach. She is interested in practical ideas and whether individualized reading programs are generally successful. She heard about the ERIC system and plans to spend Saturday morning at the college library using the ERIC system to find information on individualized reading.

Her first step is to phrase as narrowly and accurately as possible the question she seeks to answer: "Is the individualized approach a practical and effective method of reading instruction for fourth graders?" Miss Brown will be looking for information on methods of reading instruction, particularly the individualized approach as it relates to elementary level students, especially fourth graders. Her question is precise enough to answer using the ERIC system.

Her first task at the library is to determine the descriptor terms she will use to conduct her search. Miss Brown goes to the THESAURUS OF ERIC DESCRIPTORS and first looks under the term "Reading." She finds a long list of terms under "Reading" with the list broken into smaller groups by notations outside the left margin of the column. These notations--NT, BT, RT--indicate those terms that are narrower (NT), broader (BT), or related (RT) in scope to the term "Reading." Each of the terms listed as NT, BT, or RT is itself a descriptor term. This cross-listing enables a searcher to quickly identify other possible descriptor terms that might be useful in a search. In this case, Miss Brown picks "Individualized Reading" from the NT list and "Reading Instruction" and "Reading Programs" from the RT list as the terms she feels are most applicable to her search.

She then turns to "Individualized Reading" in the THESAURUS and finds a short list of BT and RT terms, but she decides none are suitable for this particular search. She also notes another notation outside the left margin, SN. This indicates that a scope note (SN) is given for the term "Individualized Reading." Many, but not all, descriptor terms are given a scope note which is a definition of the way the term is used in the ERIC system.

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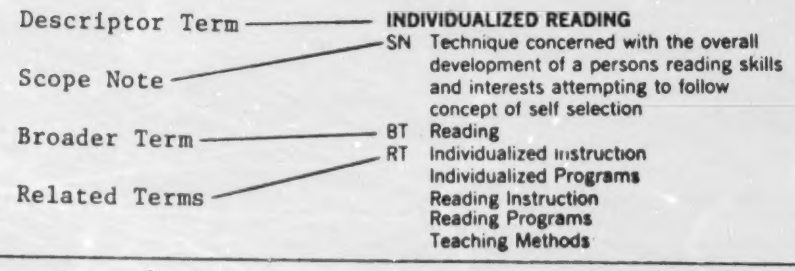
from THESAURUS OF ERIC DESCRIPTORS



Two other notations used in the THESAURUS are Used For (UF) and Use. Both, when used, appear immediately below the term. The descriptor term, in bold face type, is to be used instead of the UF term or terms which are not authentic descriptors and are not listed in the THESAURUS. The UF terms are common synonyms of the descriptor term and need to be listed because both the descriptor and the UF terms are widely used in the educational community to connote same or similar ideas. By listing UF terms, the user is aware that, insofar as the ERIC system is concerned, the terms have similar definitions, but are not interchangeable. UF terms are not descriptors and cannot be used as such.

The other notation, Use, indicates that the term so noted is an authentic descriptor term and is to be used instead of the term it follows in the THESAURUS. The first term is set in a different type style to make it immediately recognizable as a non-descriptor. The second, the Use term, is a descriptor and should be used. An example of Use and UF follows.

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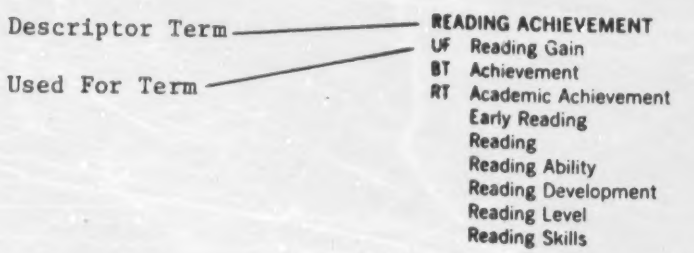
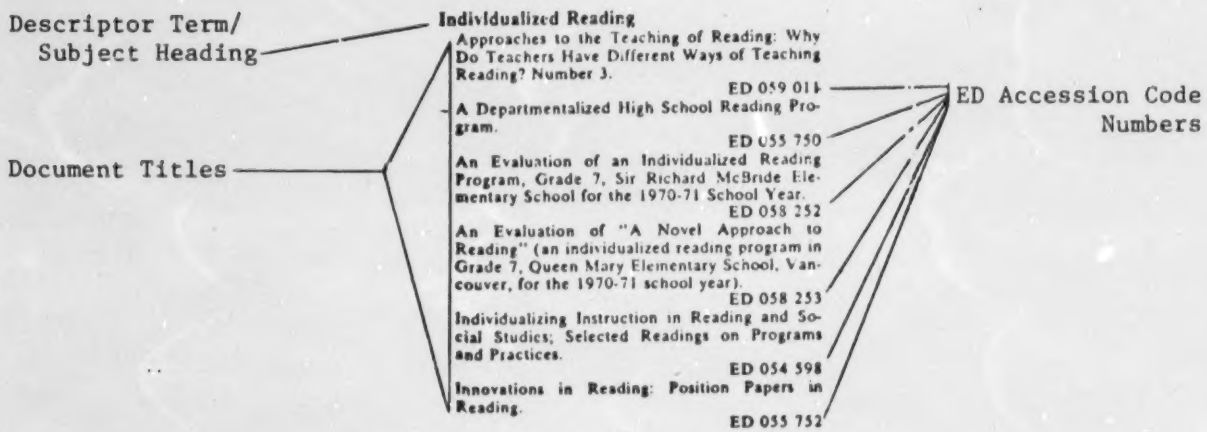
from THESAURUS OF ERIC DESCRIPTORS



Miss Brown has determined the subject terms she will use and now needs to decide on appropriate population descriptions. Since she wants to limit her search to documents dealing with teaching at or near the level in which she is most interested, fourth grade, she then looks under "Elementary Education," "Elementary Grades," and "Elementary School Curriculum." She decides "Elementary Grades" is probably the best descriptor of the population for which she is seeking information.

The next step is to look under these descriptors in RIE. Since Miss Brown is most concerned with relatively recent information, she begins with the latest cumulative index available.

SUBJECT INDEX FROM RIE


Descriptor Term/
Subject Heading
Document Titles
Individualized Reading
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
ED 059 011
A Departmentalized High School Reading Program.
ED 055 750
An Evaluation of an Individualized Reading Program, Grade 7, Sir Richard McBride Elementary School for the 1970-71 School Year.
ED 058 252
An Evaluation of "A Novel Approach to Reading" (an individualized reading program in Grade 7, Queen Mary Elementary School, Vancouver, for the 1970-71 school year).
ED 058 253
Individualizing Instruction in Reading and Social Studies; Selected Readings on Programs and Practices.
ED 054 598
Innovations in Reading: Position Papers in Reading.
ED 055 752
ED Accession Code Numbers

By recording the ED numbers for appropriate documents listed under each descriptor term, she obtained the following list:

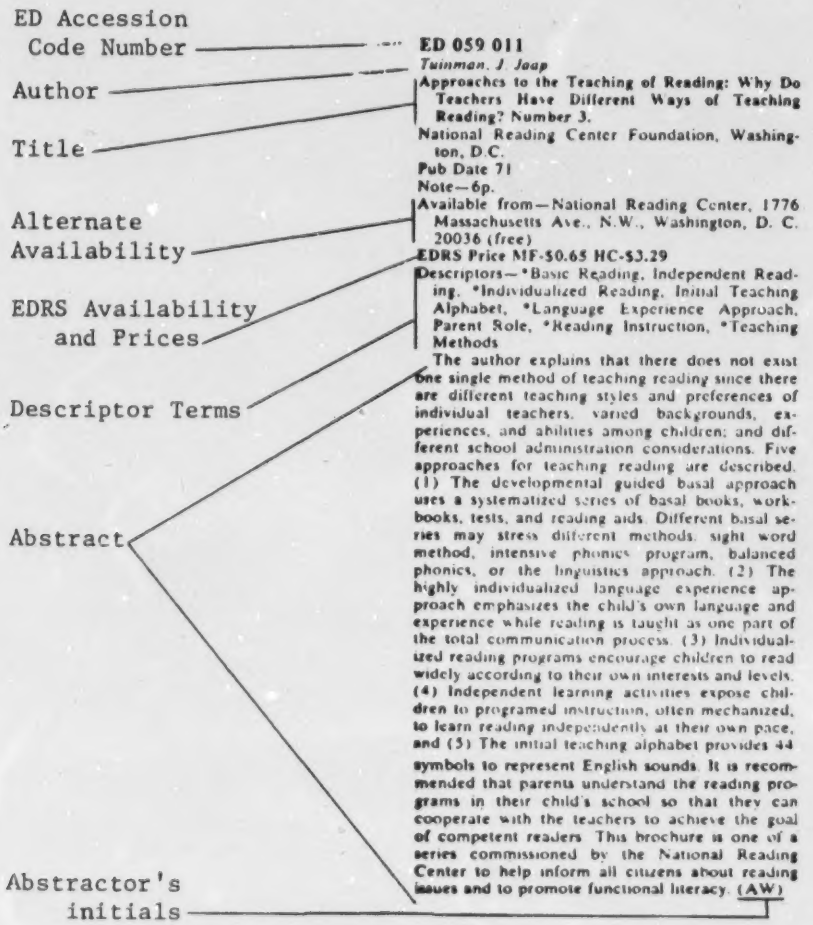
Individualized Reading	Reading Instruction	Reading Programs	Elementary Grades
059 011	059 852	055 741	059 841
054 598	054 916	059 840	056 836
055 752	059 840	056 844	059 840
		055 729	
		059 014	
		054 916	

By comparing the numbers under all the headings, she discovers those documents listed under more than one heading and notes these as the documents most likely to yield pertinent information--documents numbered 054 916 and 059 840, in this case. She will read these abstracts first.

She follows this same procedure for each monthly RIE available not yet contained in a cumulative volume. And if she wishes to search farther back into the system, she could use the 1971, or earlier, annual cumulative volumes for this purpose.

Now she refers to the monthly RIEs that contain the document abstracts corresponding to the ED numbers she has recorded. By reading each of the brief abstracts, she is able to quickly determine which documents she is interested in reading in their entirety.

MAIN ENTRY FROM RIE


ED Accession Code Number
Author
Title
Alternate Availability
EDRS Availability and Prices
Descriptor Terms
Abstract
Abstractor's initials
ED 059 011
Tuinman, J. Joap
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.
Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D. C. 20036 (free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Basic Reading, Independent Reading, *Individualized Reading, Initial Teaching Alphabet, *Language Experience Approach, Parent Role, *Reading Instruction, *Teaching Methods
The author explains that there does not exist one single method of teaching reading since there are different teaching styles and preferences of individual teachers, varied backgrounds, experiences, and abilities among children; and different school administration considerations. Five approaches for teaching reading are described. (1) The developmental guided basal approach uses a systematized series of basal books, workbooks, tests, and reading aids. Different basal series may stress different methods: sight word method, intensive phonics program, balanced phonics, or the linguistics approach. (2) The highly individualized language experience approach emphasizes the child's own language and experience while reading is taught as one part of the total communication process. (3) Individualized reading programs encourage children to read widely according to their own interests and levels. (4) Independent learning activities expose children to programed instruction, often mechanized, to learn reading independently at their own pace, and (5) The initial teaching alphabet provides 44 symbols to represent English sounds. It is recommended that parents understand the reading programs in their child's school so that they can cooperate with the teachers to achieve the goal of competent readers. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. (AW)

Those documents available on microfiche she can read on the microfiche reader in the library. If she wishes, she can then order either microfiche or paper copy reproductions using ordering instructions available in each issue of RIE.

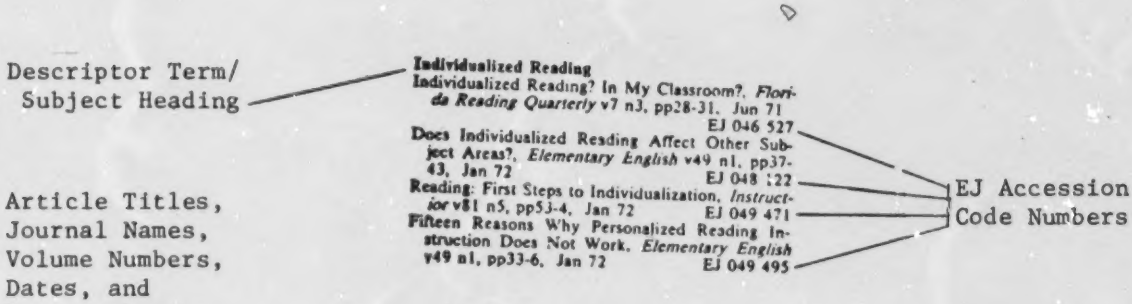
By carefully reading the abstracts of those few documents not available on microfiche, Miss Brown can determine if she would like to obtain or purchase copies and, if so, record the pertinent ordering information included in the abstract.

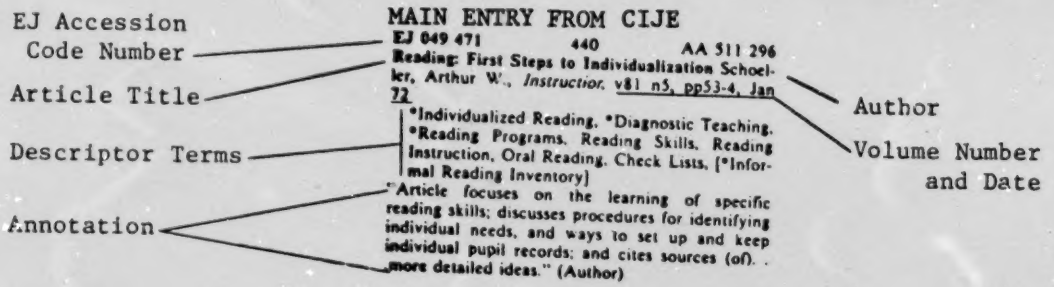
When Miss Brown has discovered all the information available on her topic in RIE, she turns to CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) for a listing of references from educational journals relevant to her topic. Using the same descriptor terms, and the January-June 1972 cumulative volume (1972 annual compilation now available) she obtains this list of EJ numbers:

Individualized Reading	Reading Instruction	Reading Programs	Elementary Grades
046 527	046 026	046 527	None
048 122	046 527	047 897	
049 471	049 001	048 122	
049 495	049 495	049 471	
	050 596	049 495	
	050 604		
	052 111		

There is no need to refer to the monthly issues of CIJE as each cumulative volume, in contrast to RIE, contains a Main Entry section. Each entry lists complete title; author; source (journal title, volume number, date, page number); assigned descriptor terms; and, particularly in cases where the content is not clear from the title, a brief annotation.

SUBJECT INDEX FROM CIJE


Descriptor Term/ Subject Heading
Article Titles, Journal Names, Volume Numbers, Dates, and Page Numbers
Individualized Reading
Individualized Reading? In My Classroom?, Florida Reading Quarterly v7 n3, pp28-31, Jun 71 EJ 046 527
Does Individualized Reading Affect Other Subject Areas?, Elementary English v49 n1, pp37-43, Jan 72 EJ 048 122
Reading: First Steps to Individualization, Instructor v81 n5, pp53-4, Jan 72 EJ 049 471
Fifteen Reasons Why Personalized Reading Instruction Does Not Work, Elementary English v49 n1, pp33-6, Jan 72 EJ 049 495
EJ Accession Code Numbers


EJ Accession Code Number
Article Title
Descriptor Terms
Annotation
MAIN ENTRY FROM CIJE
EJ 049 471 440 AA 511 296
Reading: First Steps to Individualization Schoeller, Arthur W., Instructor, v81 n5, pp53-4, Jan 72
*Individualized Reading, *Diagnostic Teaching, *Reading Programs, Reading Skills, Reading Instruction, Oral Reading, Check Lists, [*Informal Reading Inventory]
"Article focuses on the learning of specific reading skills; discusses procedures for identifying individual needs, and ways to set up and keep individual pupil records; and cites sources (of) . . more detailed ideas." (Author)
Author
Volume Number and Date

By recording the essential reference information, she can find the appropriate journals in the library and read the entire article. Since the contents of journals are copyrighted, copies of articles are not available through the ERIC system.

By now, Miss Brown has accumulated materials describing programs using the individualized approach to reading instruction, articles and documents outlining components of the approach and suggestions for implementing such an approach, and even an article describing the program and detailing the reasons the individualized reading approach failed in one school district. With the information she has found in the ERIC system, Miss Brown is better able to answer the question: "Is the individualized approach a practical and effective method of reading instruction for fourth graders?" Her Saturday morning at the library has been profitable.

OTHER RESOURCES

Low-cost computer searches of the ERIC system are available throughout the country from both public and private search services and Miss Brown could have used one of these services had she so desired. For availability of these computer search facilities, contact your local or state board or department of education, a nearby college or university library, or a school of education.

Another source of information is the ERIC Clearinghouses, each concerned with information analysis in a specialized field of educational interest. The staff of ERIC/RCS, for instance, produces short current bibliographies on selected topics and articles for several professional journals in the communication field. The Clearinghouse also commissions state-of-the-art papers analyzing and reflecting the current state of knowledge in a given area. Other Clearinghouse publications include longer bibliographies and annotated topical indexes.

If you are near one of the Reading Resource Centers (RRC)--mini-Clearinghouses affiliated with ERIC/RCS located at 75 teacher-training colleges and universities--check their facilities for information on topics of interest to the reading profession. The staff at each RRC will also be able to answer your questions regarding the use of the ERIC system.

If you are still unsure of how the ERIC system works and how it can help you, ask the librarian at the ERIC collection for assistance. Or you can write for a copy of an illustrated step-by-step introduction to the

system entitled "How to Use ERIC." Available from the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 178-0796-$.35), this fifteen-page booklet describes the tools of the system and outlines a personal search in much the same manner as this article.

Or easier still, take this article with you to the library and follow Miss Brown's example.

ERIC: Clearinghouses for Adult Educators

ERIC Clearinghouse in Career Education
Northern Illinois University
College of Education
204 Gurler School
DeKalb, Illinois 60115
Telephone: (815) 753-1251 or 1252

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
East University & South University Streets
Ann Arbor, Michigan 48104
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Va 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on Information Resources
Stanford University
School of Education
Center for Research and Development in Teaching
Stanford, California 94305
Telephone: (415) 321-2300 X3345

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and films. Technology in society adaptable to education, including cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication – forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on Science, Mathematics, and Environmental Education
The Ohio State University
1800 Cannon Drive
400 Lincoln Tower
Columbus, Ohio 43210
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, value, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 ext. 2691

Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

EDUCATIONAL RESOURCES INFORMATION CENTER

NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

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Please use a separate form for each request.

1. Search Description. Describe the topic or subject area you wish searched. Specify, if appropriate, the educational level(s) or grades and any institutions or authors you wish to be included. Please be as specific as possible in your description. ____ _____

_____

_____

_____

2. Use of Information. How will this information be used, e.g., for research or curriculum planning? (This information can help us plan the search strategy.) _____

_____

3. Number of References. Please circle the approximate number of references desired: 25 50 150 300 500 Other _____

4. Time Period. Please circle the time period that you want the information to cover:

1966 - 1972	1970 - 1972
1967 - 1972	1971 - 1972
1968 - 1972	1972 only
1969 - 1972	

Indicate a second choice for a time period if too many references are retrieved: _____.

*5. ERIC Descriptors. You may wish to consult the Thesaurus of ERIC Descriptors and suggest search terms from it that help us understand your requirements better. If so, please indicate these suggestions for search terms in the section below. (See the Sample Search Request at the bottom of the page.)

List below in one of the Descriptor Set columns all ERIC descriptors that describe a major concept or key phrase in your search problem. Use a new Set column for each concept in the search. If you need more columns, feel free to use the reverse side of the page.

The terms in a given Descriptor Set will be combined (i.e., coordinated) to perform your computer search, so that only documents indexed by at least one term from each Set will be retrieved.

Descriptor Set	Descriptor Set	Descriptor Set
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SAMPLE SEARCH REQUEST

Search description:

Information on instructional materials (concept) for adult reading (concept) programs. (concept)

Descriptor Set	Descriptor Set	Descriptor Set
Instructional Materials	Adult Basic Education	All terms beginning with Reading
Instructional Media Materials	Adult Literacy	English (second language)
	Literacy Education	

_____.

*The completion of this section is not required.

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Reports in *Research in Education for* 1972	1549.60
Reports in *Research in Education for* 1973	1351.24
Reports in *Research in Education for* 1974 (4 issues)	444.89
Entire Collection	8799.11

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Pacesetters in Innovation, Fiscal Year 1967	160.09
Pacesetters in Innovation, Fiscal Year 1968	102.47
Selected Documents on the Disadvantaged	306.06
Selected Documents in Higher Education	140.14
Manpower Research: Inventory for Fiscal Year 1966 and 1967	72.81
Manpower Research: Inventory for Fiscal Year 1968	40.66
Manpower Research: Inventory for Fiscal Year 1969	52.77

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Adult Education Program

Purpose Most people who teach adults have had little opportunity for formal training in adult education methods, techniques and materials. Skills can be developed which will have a significant impact on the quality of learning experiences provided for adults. Opportunities also can be provided for continuing individual professional growth.

Most educational programs for adults in the Northwest are taught by staff members of community colleges. Many of them have been prepared to teach children and youth. They need the opportunity to gain the special abilities and understanding for working effectively with adults.

Those who perform counseling functions need particular competencies to assist adults in their identification of life roles and planning those roles to fit the individual's total life style. Training which emphasizes the "total career life style planning" approach will result in the preparation of counselors with capabilities for working with adults in this way.

Objective The objectives of the program are to:

- Provide local, state and regional training activities which address the needs of adult education staff
- Develop a career ladder program for the development of staff from among the target population and program participants
- Disseminate information on effective methods, techniques and materials
- Develop a capability among State Education Agencies, universities and local programs for continuing staff development

Strategy A Consortium Board composed of the state directors of adult education from the four participating states, representatives from the four participating universities, and the USOE Division of Adult Education Regional Program Officer serve as a policy making body for the program.

This strategy provides for regional and local:

- Cooperation and coordination of staff development activities
- Consolidation of resources
- Institutionalization of staff development capabilities at the state university and local levels
- Development of cooperative interinstitutional programs and activities in adult education

Expected Outcomes The quality of adult education programs will be increased through:

- More knowledgeable and skilled adult administrators, teachers, counselors and teacher aides
- Professionally educated adult practitioners
- Career ladder educational opportunities in adult education
- Continued university and state support for staff development

Northwest Regional Educational Laboratory

PROGRAM COMPONENTS

1. **Region X Staff Development Project**

Inservice training activities are provided in Alaska, Idaho, Oregon and Washington for the teachers of adults through a cooperative effort of the State Education Agencies, University of Alaska, Idaho State University, Oregon State University and Washington State University.

2. **Adult Career Education Counseling Project**

An experimental model is being developed for the training of career education counselors in adult education including:

- **A set of counselor competencies**
- **An open entry-open exit modular system for acquiring the competencies**
- **A review of literature document**

Northwest Regional Educational Laboratory

The ultimate goal of the Northwest Regional Educational Laboratory is to improve educational practices.

The Laboratory is accomplishing this goal in two ways:

1. By using the results of research and new technology to develop products which can be used by schools, colleges and other agencies.
2. By assisting these institutions to install and use effective new educational materials and methods

Laboratory work is a truly cooperative effort.

More than 800 schools, colleges, state and local agencies, businesses and community groups are members of the Laboratory. The staff and students at these institutions play key roles in identifying new products which are needed, designing and developing materials and methods which are best suited for their use, evaluating and effectiveness of these products, and helping disseminate and install proven products in all institutions where they are needed.

Organized as a private, nonprofit institution, the Laboratory is supported by funds from the National Institute of Education, U.S. Office of Education, other federal agencies, State Education Agencies, colleges, universities and local school districts.